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ABSTRACT

This teacher handbook provides recommended goals and objectives and suggested measures for competency-based courses in the vocational program area of health occupations education. A background and overview section contains the philosophy and rationale, discusses thinking skills and programs for exceptional children, and provides notes that explain how to read the goals, objectives, and measures and offer suggestions for student placement, textbook use, and activities. This specific information is then provided for a vocational education competency-based curriculum: purpose and overview (target groups, philosophy, curriculum planning and design) and course of study. For health occupations education, grades 9-12, are offered a program description, learning outcomes, and scope and sequence. These courses are included in the curriculum: introduction to health occupations education, health occupations education I, and health occupations education II. Materials provided for each course include a topical outline and a one-page format for each competency goal that details grade level, skills/subject area, the competency goal, objective(s), and measure(s) (suggestions of ways in which students may demonstrate their ability to meet the objective). (YLB)

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TEACHER HANDBOOK

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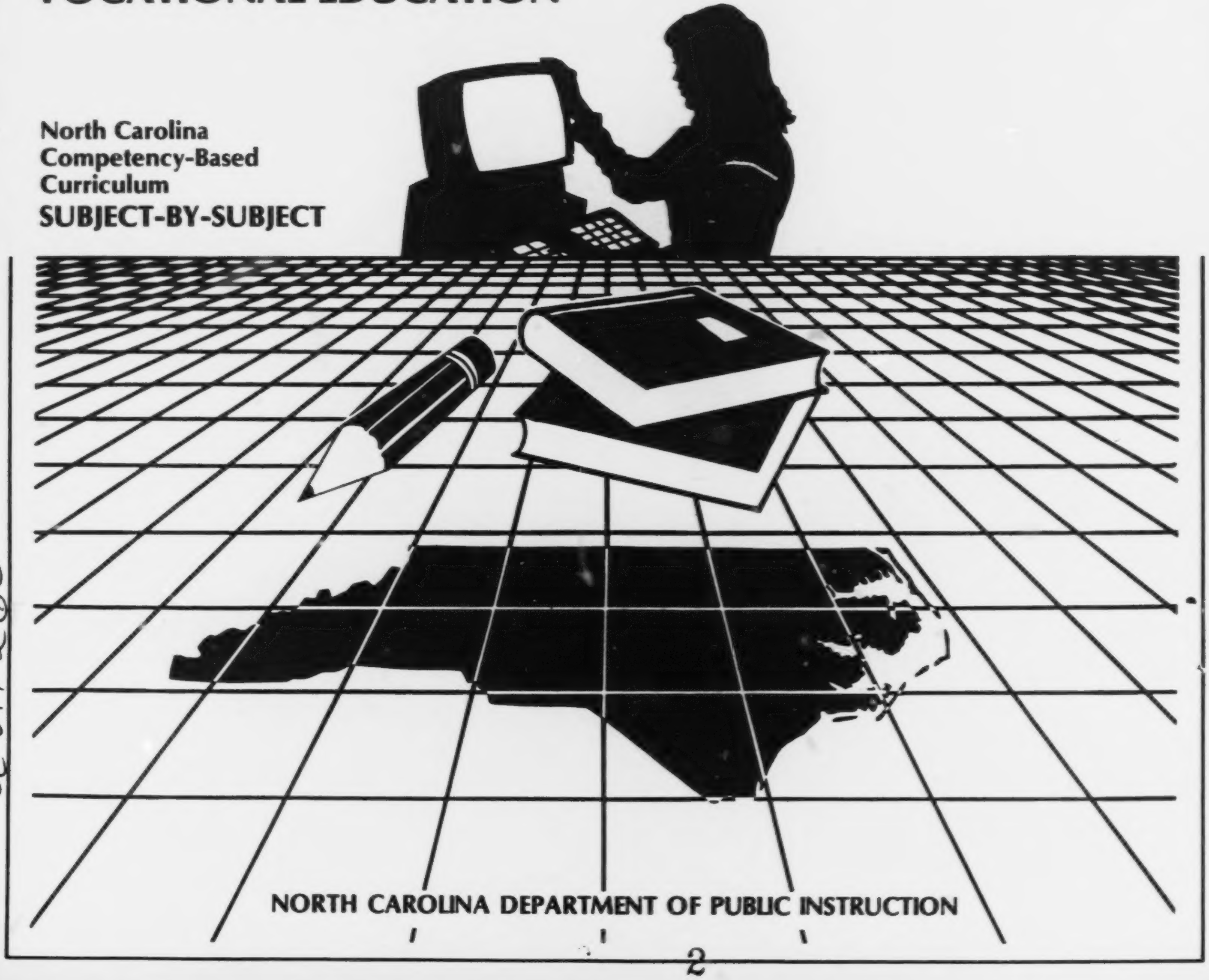

North Carolina
Competency-Based
Curriculum
SUBJECT-BY-SUBJECT

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

CE 044 260

TEACHER HANDBOOK

VOCATIONAL EDUCATION

HEALTH OCCUPATIONS EDUCATION

GRADES 9-12

North Carolina Competency-Based Curriculum

Division of Vocational Education
Instructional Services
North Carolina Department of Public Instruction

Raleigh, North Carolina
1985

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Foreword

As a result of the Elementary and Secondary School Reform Act of 1984 and the appropriation which accompanied this act, the North Carolina State Department of Public Instruction engaged in an extensive audit and revision of curriculum throughout the summer and fall of 1984. The products of this work, the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum, provide a detailed, integrated basic course of study for all subjects at all grade levels.

The North Carolina General Assembly has also made a commitment to the development of a basic education program. This program includes the staffing and material support needed for the full implementation of the North Carolina Standard Course of Study and the competency-based curriculum in all public schools throughout the State. The financial support of the General Assembly and the work of educators throughout the State in developing the competency-based curriculum are important contributions to our continuing efforts to provide a quality education for every child residing in North Carolina.

A. Craig Phillips
State Superintendent of Public Instruction

Acknowledgements

The Instructional Services Area of the Department of Public Instruction acknowledges with gratitude the outstanding cooperation and assistance we have received from individuals and groups throughout the State of North Carolina. Without such cooperation, the development and printing of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum would not have been possible.

We wish to express a special thanks to:

- the North Carolina General Assembly for providing the funds to make this important work possible,
- more than 8000 local educators who participated in the writing of the documents and in reacting to early drafts,
- almost 300 persons from institutions of higher education who advised the staff and assisted in the development of the curriculum,
- Raleigh-based and regional staff in the Divisions of Arts Education, Communication Skills, Computer Services, Exceptional Children, Healthful Living, School Media Programs, Mathematics, Science, Social Studies, Student Services, and Vocational Education. These Public Instruction staff members carried the primary responsibility for planning, writing, and editing the curriculum.
- the Controller's Office in the Department of Education for excellent assistance in designing a computer program for storing and printing the Standard Course of Study and the competency-based curriculum,
- the Division of School-Community Relations for technical assistance in the publication of the documents,
- all areas of the Department of Public Instruction for their encouragement and invaluable assistance in numerous ways,
- Kay Barbour and Janice Royster who word-processed the entire 8000 pages, and
- especially Dr. Barbara Holland Chapman who coordinated the development of the Standard Course of Study and the competency-based curriculum. Her untiring efforts have contributed significantly to the quality of these documents.

The involvement of the entire education community in the writing of the curriculum truly makes it a North Carolina curriculum of which the State can be justifiably proud. We look forward in the coming years to working with all of you in revising and improving the competency-based curriculum in order that it will continue to meet the needs of the children of North Carolina.

Joseph B. Webb

Joseph B. Webb
Assistant State Superintendent
Instructional Services

BACKGROUND AND OVERVIEW

Introduction

Immediately following the passage of the Elementary and Secondary Reform Act in June of 1984, the area of Instructional Services within the North Carolina State Department of Public Instruction began a revision of the North Carolina Standard Course of Study and the development of the Teacher Handbook for the competency-based curriculum. These efforts represent a significant part of the development of a basic education program for North Carolina's Public Schools.

Three publications hold the results of our efforts to define a basic education program for the State: The Basic Education Program for North Carolina's Public Schools, North Carolina Standard Course of Study, and the Teacher Handbook for the competency-based curriculum. The Basic Education Program for North Carolina's Public Schools outlines the curriculum, programs not confined to subject areas, general standards, material support, and staffing which should be provided in all schools throughout the State. The North Carolina Standard Course of Study, adopted by the State Board of Education, provides an overview of the basic curriculum which should be made available to every child in the public schools of our State. It includes the subject or skills areas of arts education, communication skills, guidance, healthful living, library/media skills, mathematics, science, second language studies, social studies, and vocational education as well as the philosophy and rationale underlying the curriculum and considerations which should be made in developing thinking skills and providing for the needs of exceptional children. The Teacher Handbook for the competency-based curriculum provides recommended goals and objectives and suggested measures for each subject or skills area.

The first step taken in auditing and refining the curriculum in each subject or skills area was to review and synthesize the reports of curriculum review committees and the work contained in two earlier publications (Course of Study for Elementary and Secondary Schools K-12 and Competency Goals and Performance Indicators). The next step was to involve educators from local education agencies and institutions of higher education in working with the North Carolina Department of Public Instruction staff to expand and refine the curriculum. Thousands of persons throughout the State have been involved in the development of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum.

Three important points should be kept in mind when reviewing these documents. First, while the curriculum represents the standard course of study which should be available to all children in North Carolina Public schools, many public schools in the State presently offer an even more comprehensive curriculum. Second, the standard course of study includes the curriculum that should be made available to every child, not what every child is actually required to take. Required subjects or courses are outlined in the appendices.

Third, the *North Carolina Standard Course of Study* and the *Teacher Handbook* for the competency-based curriculum will never actually be completed. Several steps have been taken to insure that the curriculum may be constantly updated: the documents have been entered on an IBM 5520 computer word-processing program for ease of revision and updating; the competency-based curriculum has been produced in loose-leaf form so that revised or additional pages may easily be added; and included in each document is the name of a contact person within the State Department of Public Instruction to whom staff in local education agencies or others may send suggestions for additions or revisions (Appendix I). As with any viable curriculum, these documents must be constantly open to review, expansion, and revision in order that they continue to meet the needs of the children of the State of North Carolina.

Philosophy and Rationale

The philosophy and rationale underlying the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum imply a context in which the curriculum will be implemented. What follows are definitions of the purposes for which the curriculum was developed and the principles incorporated into its development as well as descriptions of who will implement it and where it will be successfully implemented.

Purposes and Principles

The primary purposes of the North Carolina Standard Course of Study and the competency-based curriculum are (1) to help students become responsible, productive citizens and (2) to help students achieve a sense of personal fulfillment. It is clear that there are competencies which a student must develop in order to meet both of these purposes.

Students must develop the specific competencies needed to gain employment or continue their education. These competencies include critical thinking skills, skills with media and technology, and the basic content knowledge provided within a core curriculum (arts education, communication skills, healthful living, mathematics, science, second language studies, social studies, and vocational education).

Students must develop the skills and attitudes necessary to cope with contemporary society. Among these are a positive attitude toward oneself, a sense of independence and responsibility for oneself, an understanding of oneself and one's own culture, a positive attitude toward others including those who come from different cultures, a respect for the rights of others, a sensitivity to the needs and feelings of others, a sense of responsibility to others, a willingness to cooperate with others in working toward a common goal, and the ability to understand and cope with a constantly changing society.

In order to help students become responsible, productive citizens who have a sense of personal fulfillment, commonly accepted principles of learning have been incorporated into the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum. One of these principles is the importance of integrating the curriculum--of emphasizing the understanding of concepts and processes over the mere acquisition of isolated facts. Stressing the mastery of integrated knowledge helps students to move from what is known to an understanding of the unknown, to see relationships and patterns and begin to make generalizations, to understand the interrelatedness of the subject areas and skills areas, and to succeed in learning. An integrated curriculum helps students learn how to learn.

Another principle considered in the development of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum is that learners are more likely to attempt those tasks at which they feel they can succeed and which are relevant to their lives. If students are to be successful in school and if they are to pursue lifelong learning, they must see learning as worthwhile. The competency-based curriculum is, therefore, a program of continuous learning based upon the individual student's needs, interests, and stages of development. The curriculum provides opportunities for the student to develop self-expression, to learn to communicate effectively, to maintain and develop both physical and emotional health, to choose among curriculum electives, and to become an active participant in the learning process. The importance of personalizing the curriculum to help each student reach her/his maximum potential is stressed.

Effective Teachers

It is the classroom teacher at each grade level or in each subject area who has the most direct influence on the implementation of the North Carolina Standard Course of Study and the competency-based curriculum. The ultimate task of integrating the curriculum must be performed by the classroom teacher through preparation for instruction and presentation of content. Student success in learning is assured when teachers use the information gained through monitoring and evaluation to determine appropriate instructional tasks and to provide appropriate feedback to students. What the teacher presents and how the teacher presents it determines whether students feel the task is relevant to their lives. The teacher's efficient management of instructional time and student behavior are also important to the successful implementation of the curriculum in each classroom.

Effective Schools

Several common characteristics will be present in the schools which most effectively implement the North Carolina Standard Course of Study and the competency-based curriculum. These characteristics include strong instructional and administrative leadership by the principal of the school, dedicated and qualified teachers, an emphasis on curriculum and instruction, a positive school climate, ongoing evaluation based on student achievement, and good home/school relations. Strong instructional and administrative leadership by the principal means that the principal functions as the instructional leader, supports instructional effectiveness by the way in which the school is managed, and clearly communicates the school's mission to staff, students, and parents. Dedicated and qualified teachers care about their students, understand and support school-wide goals and procedures, work as a team, exhibit positive morale and enthusiasm for their work, and demonstrate their good training through application of the skills involved in quality teaching. An emphasis on curriculum and instruction includes clearly stated school-wide goals and objectives, structured staff development based on the school's goals, curriculum continuity (alignment among school-wide goals, instructional approaches, materials used, and the assessment of students' needs, abilities, and interests), and a high percentage of student time-on-task. Elements of a positive school climate are a safe and orderly environment, a perceptible feeling of pride and school spirit in all that the school does, the communication of high academic and social expectations to students, and opportunities for student responsibility and involvement. Ongoing evaluation based on student achievement begins with early identification of students' needs, abilities, and interests, includes frequent monitoring of student progress in multiple ways (teacher observation, classroom activities, homework, teacher-made tests, mastery skills checklists, criterion-referenced tests), and results in appropriate instructional prescriptions to improve individual student performance and the school-wide instructional program. Good home/school relations are the outgrowth of effective, positive communication between the school and the home. This includes encouraging parents to help their children at home, making them feel they are appreciated by the school staff, and letting them know they are welcome in the school and have a part to play in school affairs. Good home/school relations increase parents' support of the school's instructional goals and disciplinary policies.

The characteristics described above will be found in the elementary, middle/junior high, and high schools which most effectively implement the North Carolina Standard Course of Study and the competency-based curriculum. However, in each of these schools consideration must be given to the unique development needs--intellectual, physical, social, and emotional--of the students served. For example, the need of young children for concrete, hands-on experiences; the need of middle school children for transitional experiences in curriculum choices, scheduling, and conseling; and the need of high school students for the variety of curriculum choices provided by the comprehensive high school.

The North Carolina Standard Course of Study and the competency-based curriculum represent a comprehensive, integrated course of study; however no document by itself has ever made the ultimate difference in the quality of education which children receive. Principals who function as instructional leaders and teachers who make use of their most effective teaching skills will appropriately implement the competency-based curriculum and thus insure that the children of North Carolina receive a quality education.

Thinking Skills

In order to become productive, responsible citizens and to achieve a sense of personal fulfillment, students must develop the ability to think. Thinking skills should be developed and reinforced throughout the curriculum and during every activity of the school day. It is also important that students be helped to apply these skills to "real life" situations outside the school.

The most frequently used system for classifying thinking skills is Bloom's (1956) Taxonomy. This system, with adaptations made by Sanders (1966) and Soar et al. (1969), was used in the integration of thinking skills throughout the Teacher Handbook for the competency-based curriculum. These skills fall into seven broad categories--memory, translation, interpretation, application, analysis, synthesis, and evaluation.

The most basic thinking skills are memory and translation. Memory involves the ability to remember specific pieces of information or facts such as names, dates, events, and rules. Translation requires the student to remember specifics and to understand or express them in her/his own terms. One example of a translation skill is the student's ability to restate a classroom rule in her/his own words. Another example is the ability to read the mathematical symbol "+" as "plus".

Remembering isolated bits of information or even restating that information in one's own words does not necessarily require reasoning on the part of the student. Higher-level thinking skills are defined as those processes which require thinking or reasoning above the levels of memory or translation--interpretation, application, analysis, synthesis, and evaluation.

Students begin to demonstrate their ability to reason through interpreting information, applying what is learned in one situation to a new situation, and analyzing information. Ways in which a student might demonstrate the ability to interpret information are to list the similarities and differences between two or more objects or to tell why a particular classroom rule was established. A student demonstrates a degree of ability in the category of application when s/he is able to explain how the principle of representative government at the state and federal levels may apply to the election of officers to the student council. A student who reads a newspaper editorial and is able to distinguish fact from opinion, point out unstated assumptions, and recognize bias is demonstrating skills of analysis.

When students apply skills of analysis, they are taking apart a whole. When students apply synthesis skills, they are creating a whole that is unique or new to them. Synthesis is usually equated with creativity. Composing a song, building a model house, or formulating a hypothesis during a science experiment are examples of synthesis activities.

Evaluation is distinct from opinion in that evaluation is the conscious making of judgments based on evidence or criteria. Opinion is usually formed from an emotional or affective base. Students serving as jurors during a simulated trial are using evaluation skills or making judgments based on evidence. Students critiquing one another's writing based on established elements of style are using evaluation skills or making judgments based on criteria.

To insure that students develop higher-level thinking skills they should be guided in the use of these skills in each subject area at each grade level and in their application to "real life" situations. When developing lesson plans, teachers should prepare tasks and questions at a variety of cognitive levels. However, strict adherence to previously prepared questions may inhibit rather than enhance a class discussion. Furthermore, it is often difficult to think of appropriately worded higher-level questions in the midst of a good classroom discussion. The following simple strategies will lead to the asking of higher-level questions and the giving of higher-level responses:

1. Before starting an activity, explain to the learner what you are going to do.
2. Before starting an activity, give the learner time to familiarize her/himself with the materials.
3. Ask questions which require multiple word answers.
   (e.g., "Why did he choose that path?")
4. Ask questions which have more than one correct answer.
   (e.g., "What things make people happy?")
5. Encourage the learner to enlarge upon her/his answer.
   (e.g., "Tell us more about that.")
6. Get the learner to make judgments on the basis of evidence rather than by guessing.
   (e.g., "You said . . . Read the line in the book that made you think that.")
7. Give the learner time to think about the problem; don't be too quick to help.
   (e.g., Wait at least five seconds before prompting or asking another question.)
8. Get the learner to ask questions.
   (e.g., "If the astronaut were in our classroom, what questions would you ask her?")
9. Praise the learner when s/he does well or takes small steps in the right direction.
10. Let the learner know when her/his answer or work is wrong, but do so in a positive or neutral manner. (Desirable Teaching Behavior Task Force, 1976)

The following are examples of two levels of activities (K-1 and above K-1) within the seven categories of thinking skills and two categories of questions or statements (affectivity and procedure) outside the seven categories of thinking skills:

Florida Taxonomy of Cognitive Behavior--K-1 Form (Soar et al., 1969)

1. Memory--items at this level are intended to represent no activity other than rote memory. The pupil is expected to give back an idea in the same form it was given, without changing the nature of the idea or the form in which it was expressed.

   a. repeats from memory
   b. repeats other
   c. repeats in sequence
   d. choral response
   e. spells
   f. gives/receives information
   g. seeks information

2. Translation--the intent of this category is to identify pupil activities involved in changing the form in which an idea is expressed, but not in changing or manipulating the idea itself.

   a. sounds letters
   b. names pictures, objects, colors, letters
   c. copies letter, number, work (learned)
   d. gives/follows directions
   e. describes situation, event
   f. reports experience (2+ thoughts)
   g. describes situation, event
   h. recognizes word (sight words)
   i. translates one language into another or vice versa (e.g., math symbols into words or Spanish into English)
   j. asks/gives permission
   k. puts into own words

3. Interpretation--the activities in this category are those of making comparisons, identifying similarities or differences, identifying relatedness, or carrying out a process in which the child has previously been instructed, when told that the process is appropriate.

   a. sounds out word
   b. classifies (1 attribute)
   c. counts
   d. adds/subtracts
   e. uses units, tens
   f. compares letters, numbers
   g. copies letters(s), number(s)--learning
   h. gives class name (vehicle, etc.)
   i. identifies similarities, differences
   j. asks/gives reason (opinion)
   k. names sensation
   l. performs learned task or process
   m. relates terms (e.g., 1/first, little/small, purple/violet/lavender)
   n. makes comparisons
   o. describes what may be seen to be happening in a picture

4. *Application*--one of the central aspects of application is that the student is able to *select from past learning that which is appropriate for the current situation, and apply it*. In interpretation a process was carried out when specified, but here the pupil must decide her/himself what process should be applied. Organization and the interrelationships between two or more ideas are central.

   a. classification (2+ attributes)
   b. directs learning game
   c. creates arithmetic problem
   d. writes/types sentence
   e. asks/tells who, what, or where
   f. seriates (alphabetizes)
   g. applies previous learning to new situation
   h. reads (thought unit)
   i. selects and carries out process

5. *Analysis*--the central elements in this category are those of inferring causation, motivation, or feelings from information given about the setting and the behavior of the people involved, or of identifying information which supports a conclusion, or establishing the accuracy of a process. The *selection and use of relevant supporting* data is the central process.

   a. verifies equation balance
   b. infers feeling or motive
   c. infers causality (tells why)
   d. cites evidence for conclusions

6. *Synthesis*--the central idea of the synthesis category is that the child organize ideas in a way that is new to her/him, or projects probable consequences of a given behavior, or formulates a plan or set of rules to deal with anticipated difficulties, or produces something which is new to her/him.

   a. elaborates on picture or story
   b. proposes plan or rule
   c. play-acts
   d. makes up story
   e. makes fantasied object (e.g., sand or clay)
   f. makes common object (e.g., sand or clay)
   g. draws/colors common object
   h. draws/colors fantasied object
   i. makes predictions based on available facts

7. *Evaluation*--the central concept of evaluation is that there must exist a *set of standards or criteria* against which behavior or some sort of product is compared.

   a. compares with criteria or rule
   b. compares with plan

Florida Taxonomy of Cognitive Behavior (Brown et al., 1968)

1. Knowledge (memory)

1.1 Knowledge of Specifics--requires the memorization of information or knowledge which can be isolated or remembered separately, the smallest meaningful bits.

a. reads
b. spells
c. identifies something by name
d. defines meaning of term
e. gives a specific fact
f. tells about an event

1.2 Knowledge of Ways & Means of Dealing with Specifics--requires knowledge about the manner in which specific information is handled--the ways of organizing, working, and evaluating ideas and phenomena which form the connecting links between specifics. It does not require the learner to deal actually with the specifics her/himself, but rather to know of their existence and possible use. Thus, s/he may be expected to state a previously encountered principle or generalization, but not to develop one. The items which belong to this category refer to processes rather than products of processes; they usually represent higher abstractions than the items of the preceding category.

a. recognizes symbol
b. cites rule
c. gives chronological sequence
d. gives steps of process, describes method
e. cites trend
f. names classification system or standard
g. names what fits given system or standard

1.3 Knowledge of Universals & Abstractions--deals with the highest of abstractions at the memory level. In order to evidence this behavior the individual must know major generalizations, their interrelations, and patterns into which information can be organized and structured. These items reflect the major concepts which comprise the framework of a discipline or major area of knowledge. The four items in this category are descriptions of behavior which would identify or verbalize a major concept.

a. states generalized concept or idea
b. states a principle, law, or theory
c. tells about organization or structure
d. recalls name of principle, law, or theory

2. Translation--is dependent upon possession of relevant knowledge. The task is to convert communication into known terms; it requires the understanding of the literal message in the communication. Communication is used here in its broadest sense; it could be a demonstration, a field trip, a musical work, a verbal message, or be demonstrated in pictorial or symbolic form.

a. restates in own words or briefer terms
b. gives concrete example of an abstract idea
c. verbalizes from a graphic representation
d. translates verbalization into graphic form
e. translates figurative statement to literal statement or vice versa
f. translates foreign language into English or vice versa

3. Interpretation--individual not only identifies and comprehends ideas, as in translation, but also understands their relationships. It goes beyond repetition and rephrasing the parts of a communication to determine the larger and more general ideas contained in it. Thus, comprehension may require reordering into a new configuration in the mind of a person, involving the determination of the relative importance of ideas and the interrelationships. However, the thinking is dependent upon what is given to the student--s/he is not expected to bring abstractions from other experiences into the situation.

   a. gives reason (tells why)
   b. shows similarities or differences
   c. summarizes or concludes from observation of evidence
   d. shows cause and effect relationship
   e. gives analogy, simile, metaphor
   f. performs a directed task or process

4. Application--individual must know an abstraction well enough to be able to demonstrate its use in a new situation. The task is to bring to bear upon given material or situation the appropriate information, generalizations or principles that are required to solve a problem. Application, as distinguished from comprehension, involves transfer of training. It is based on an individual's being able to apply previous learning to a new or novel situation without having to be shown how to use it. The problem itself is given.

   a. applies previous learning to a new situation
   b. applies principle to new situation
   c. applies abstract knowledge in a practical situation
   d. identifies, selects, and carries out process

5. Analysis--describes cognitive behavior in which there is an emphasis on the breakdown of material into its parts in order to detect the relationships of the parts and the way they are organized. The first four items at this level describe skills used in the identification or classification of the elements of the communication.

   a. distinguishes fact from opinion
   b. distinguishes fact from hypothesis
   c. distinguishes conclusions from statements which support it
   d. points out unstated assumption
   e. shows interaction or relation of elements
   f. points out particulars to justify conclusion
   g. checks hypothesis with given information

   h. distinguishes relevant from irrelevant information
   i. detects error in thinking
   j. infers purpose, point of view, thoughts, feelings
   k. recognizes bias or propaganda

6. Synthesis (creativity)--represents cognitive activities in which the individual puts together elements and parts in order to form a whole in such a way as to constitute a pattern or structure that was not stated before. This entails recombining parts of earlier experiences in a new organization that is unique to the synthesizer. In analysis, the person takes apart a given whole; in synthesis s/he creates a whole.

   a. reorganizes ideas, materials, processes
   b. produces unique communication or divergent idea
   c. produces a plan, proposed set of operations
   d. designs an apparatus
   e. designs a structure
   f. devises scheme for classifying information
   g. formulates hypothesis, intelligent guess
   h. makes deductions from abstract symbols, propositions
   i. draws inductive generalization from specifics

7. Evaluation--describes activities of conscious judgment making; involves use of criteria or standards to determine the worth or value of methods, materials, or ideas. Evaluations must be distinguished from opinions which are usually made from an emotional or affective base.

   a. evaluates something from evidence
   b. evaluates something from criteria

Noncognitive Categories of Questions/Statements or Tasks (Davis & Tinsley, 1967)

Affectivity--questions/statements or tasks which elicit feeling, emotion, or opinion without a standard of appraisal, e.g., "How does the story make you feel?" or "Wasn't that a good story!"

Procedure--questions/statements or tasks related to organization, behavior, or management, e.g., "Are you listening to me?" or "Please get ready for class to begin."

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Programs for Exceptional Children

Exceptional children are (1) learners who because of permanent or temporary mental, physical, or emotional handicaps need special education and are unable to have all their educational needs met in a regular class without special education or related services, or (2) learners who demonstrate or have the potential to demonstrate outstanding intellectual aptitude and specific academic ability and, in order to develop these abilities, may require differentiated educational services beyond those ordinarily provided by the regular school program. Classifications of exceptional children include those who are autistic, academically gifted, hearing impaired (deaf or hard of hearing), mentally handicapped (educable, trainable, or severely/profoundly), multi-handicapped, orthopedically impaired, other health impaired, pregnant, behaviorally/emotionally handicapped, specific learning disabled, speech/language impaired, and visually impaired (blind or partially-sighted).

The primary purpose of exceptional children programs is to insure that handicapped and gifted learners develop mentally, physically, and emotionally to the maximum extent possible through the provision of an appropriate, individualized education in the proper setting.

Curricula for most exceptional learners follow the curricula designed for learners in general education. However, modification of instructional programs, creative instructional approaches, individualized programming, and appropriate selection and use of curricula are necessary to meet the special needs of exceptional learners. In curricula, emphasis must be given to instruction in arts education, communication skills, healthful living, mathematics, library/media skills, science, social studies, and vocational education. Attention must be focused upon cognitive, affective, psychomotor, and vocational development within the curricular areas. The Individualized Education Program for the handicapped and the Group Education Program for the academically gifted, both of which are based upon a comprehensive assessment, are to state in writing the special curricular offerings to be provided to each exceptional learner.

The Individual Education Program for the handicapped requires objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether or not short-term instructional objectives have been achieved. The Group Education Program for the academically gifted requires annual goals and evaluation methods. All special education instruction provided to handicapped and academically gifted learners is to be individualized and designed to meet unique learning needs.

Learning outcomes--knowledge, skills, concepts, understandings, and attitudes--for the handicapped and the academically gifted will differ from learner to learner. For many exceptional learners, the same learning outcomes developed for learners in general education will be appropriate. Some exceptional learners will meet the learning outcomes at a different time and in a different manner than learners in general education. Some handicapped learners might not meet the learning outcomes in general education and will need a totally different curriculum.

The majority of handicapped and academically gifted learners spend a portion of their instructional day within general education, integrated into classes with non-handicapped and nonacademically gifted learners. General education teachers, as well as exceptional education teachers, must be familiar with curricula and capable of selecting appropriate curricular goals and objectives based upon the unique educational needs of each learner as determined by comprehensive assessment, and as stated in the Individualized Education Program for exceptional learners, emphasis needs to be placed on instructional techniques rather than differentiated or modified curricula.

While the general education curricula are appropriate for most exceptional learners, there are times when the teacher must vary the curricular content: some children are not ready for certain types of curricular content at the usual age; some disabilities prevent or make difficult participation in certain learning experiences; different levels of ability may limit or encourage participation in certain school subjects; and some learners spend less time in school. Curricular choice is determined by need.

Curricular goals must be oriented toward skills and application instead of general knowledge. The goals must include skills related to maintaining health, communicating ideas, achieving personal and social growth, handling money concerns, working with measurements, getting along in an expanding community, coping with the physical environment, maintaining a home, using leisure time, and career development.

The competency-based curriculum is to be maximized for exceptional learners. Teachers must be familiar with the curriculum, making judicial use of it in the instructional program for handicapped and academically gifted learners.

Notes to Those Using the TEACHER HANDBOOK

The North Carolina Standard Course of Study, adopted by the State Board of Education, provides an overview of the basic curriculum which should be made available to every child in the public schools of our State. It includes the subject or skills areas of arts education, communication skills, guidance, healthful living, library/media skills, mathematics, science, second language studies, social studies, and vocational education as well as the philosophy and rationale underlying the curriculum and considerations which should be made in developing thinking skills and providing for the needs of exceptional children. The Teacher Handbook for the competency-based curriculum provides recommended goals and objectives and suggested measures for each subject or skills area.

Definitions

Competency Goals:	broad statements of general direction or purpose.
Objectives:	specific statements of what the student will know or be able to do.
Measures:	a variety of suggestions for ways in which the student may demonstrate s/he is able to meet the objective.

How to Read the Goals, Objectives, and Measures

Competency Goals have been written as complete sentences stating why the learner should be able to meet the stated objectives, e.g., "The learner will know causes and events of the settlement of the West."

For purposes of clarity and brevity Objectives have been written as phrases or clauses beginning with a verb, e.g., "Know the importance of railroads in the settlement of the West." These phrases or clauses would logically be preceded by "The learner will (know the importance of railroads in the settlement of the West)."

For purposes of clarity and brevity Measures have also been written as phrases or clauses beginning with a verb, e.g., "Describe the advantages of the railroad over horse-drawn wagon, river transportation, and other commonly used methods of transportation." These phrases or clauses would logically be preceded by "One way (or some ways) a student may demonstrate s/he is able to meet successfully the objective is to (describe the advantages of the railroad over horse-drawn wagon, river transportation, and other commonly used methods of transportation)."

Appendix E is an example of a page from the Teacher Handbook for the competency-based curriculum.

Student Placement

From kindergarten through eighth grade each skill or subject area has been divided into grade levels. This was done in order to make it easier for teachers to gain a general idea of what should be covered at each grade level. In order that instruction fit the individual needs of each student, it is most important that the classroom teacher use the activities in the Measures column to determine the appropriate placement for each child. For example, if a second-grade student is not able to complete successfully the Measures in the reading skills section at the second-grade level, Measures at the first-grade or kindergarten level should be administered. When the base level at which the child can perform successfully has been determined, instruction should begin with and proceed from that level of Competency Goals and Objectives.

The Measures column includes a variety of suggested means for assessing student performance including informal measurements (e.g., manipulatives, oral reports, role playing, projects, and some paper and pencil activities) and formal measurements (e.g., items for teacher-made tests, criterion referenced tests, and/or standardized tests). Some of the items in this column may be administered in whole-group or small-group situations; others should be given only to individual students. These items may be used for the purpose of pretesting to determine appropriate student placement, for monitoring ongoing student progress, and/or for post-testing to determine student learning.

It is apparent that in order for students to be placed appropriately for instruction (particularly in first through eighth grade), each teacher must have at least one, and preferably two or more, grade levels of the competency-based curriculum on each side of the grade s/he is teaching. It must be remembered that the higher the grade level the greater the span of students' needs and, therefore, the greater the need for a teacher to have a wider grade span of the curriculum available. An adequate grade span of the curriculum is also important for teachers of exceptional children at all grade levels.

Responsibility for Implementation

The North Carolina Standard Course of Study specifies which skills and subjects are to be taught at each grade level from kindergarten through grade twelve. The skills to be taught or developed at all grade levels are communication skills, library/media skills, thinking skills, and affective skills. The subjects to be taught from kindergarten through grade six are arts education, healthful living, mathematics, science, second language studies, and social studies. The same subjects, with the addition of vocational education, are to be taught in grades seven through twelve.

The Teacher Handbook for the competency-based curriculum provides recommendations for what should be taught in each skills or subject area from kindergarten through eighth grade and in each course from ninth through twelfth grade. Each teacher's primary responsibility is to teach the subject(s) or courses which s/he is specifically assigned, as well as to help students develop thinking and affective skills. However, each teacher also has a responsibility for appropriately integrating other skills (communication, library/media) and subjects (arts, healthful living, mathematics, science, second language studies, social studies, and vocational education) into the skills or subject areas which are her/his specific assignment.

Teachers in departmentalized schools at the middle/junior high or secondary levels have a responsibility for integrating curriculum in several ways. These include: (1) the integration of curriculum within their subject area in order to help students to make a smooth transition from one level to the next, e.g., from English I to English II, from Algebra I to Algebra II, from French II to French III; (2) the appropriate integration and development of those skills which are every teacher's responsibility (thinking and affective skills); and (3) whenever appropriate, the integration of other skills and subjects into their specifically assigned subject or skills area.

The Teacher Handbook for the competency-based curriculum serves as a resource guide for the integration of all skills and subjects in departmentalized situations. Teachers may look over the curriculum within the specific skills or subject area for which they are responsible in order to determine the overall scope and sequence. They may look at the outlines for thinking and affective skills in order to determine which of those skills have been integrated into their particular segments of the curriculum or to determine how they may integrate additional thinking and affective skills. Looking over other skills and subject areas will help teachers determine what should be appropriately integrated into their own areas. For example, while it is a primary responsibility of the high school English teacher to teach writing and speaking skills, the high school social studies teacher must be familiar with those skills and has a responsibility for reinforcing those skills in the written and oral work done in the social studies classes. Prior to beginning written and oral reports the social studies teacher should review the writing and speaking skills portions of the communications skills curriculum, using these as guidelines for instruction and the development of student assignments. Similar examples could be given with mathematics and science teachers or English and vocational education teachers.

Teachers in self-contained classrooms at the elementary, middle/junior high, or high school levels have the primary responsibility for integrating the curriculum in a variety of ways. These include: (1) integrating the curriculum within each skills or subject area in order to help students make a smooth transition from one grade level to the next; (2) integrating thinking skills and affective skills throughout all areas of the curriculum; (3) the integration of skills and subjects whenever possible though units of study;

(4) integrating skills and subjects introduced by teachers or specialists outside the homeroom into what is being taught within the homeroom; and (5) coordinating the efforts of teachers outside the homeroom (teachers of arts education, physical education, exceptional children, and library/media specialists, or guidance counselors) in order to supplement the homeroom curriculum. The Teacher Handbook for the competency-based curriculum serves as a guide for the integration of skills and subjects in self-contained situations as it does in departmentalized situations.

The principal shares in the responsibility for the successful implementation of the competency-based curriculum. The implementation and integration of the curriculum should be the focal point for decisions made by the principal in the role of instructional and administrative leader. Decisions made with respect to scheduling, disposition of student discipline, uninterrupted time for classroom instruction, and the distribution of materials and supplies may each serve to facilitate or frustrate the successful implementation and integration of the curriculum.

Staff within the area of Instructional Services at the North Carolina Department of Public Instruction also share responsibility for the successful implementation of the competency-based curriculum. Staff from the Regional Education Centers and Raleigh are, of course, available to assist Local Education Agencies in the implementation of the curriculum.

Use of Textbooks

The North Carolina Standard Course of Study is the curriculum approved for the public schools of North Carolina. Textbooks supplement this curriculum. With reference to their appropriateness for use with the North Carolina Standard Course of Study, textbooks are reviewed and recommended by the Textbook Commission. The State Board of Education then adopts a list of textbooks from which school districts make individual selections. Appendix G is a description of this process. If textbooks are at variance with the curriculum, the North Carolina Standard Course of Study takes precedence.

Computer Access

The North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum (with the exception of mathematics grades 7-12) have been entered on the IBM 5520 computer at the State Department of Public Instruction. Each skills or subject area at each grade level has been entered as a separate document. This allows Local Education Agencies, Institutions of Higher Education, and others with access to the mainframe in Raleigh to call up and print out any portion of the curriculum, e.g., any skills or subject area across all grade levels, all skills and subjects for one particular grade level, one subject at one grade level, or the entire competency-based curriculum. Those with access to the mainframe will, therefore, have immediate access to any revisions or additions to the curriculum.

Activities and Resources

The development or cataloging of activities and resources to assist in the implementation of the competency-based curriculum is an ongoing activity of Instructional Services staff working with teachers and others in each of the Local Education Agencies. Concentrating this effort in the local school districts provides teachers the opportunity to become familiar with the curriculum. As activities and resources are developed for each skills or subject area, they will be made available for State-wide dissemination through the IBM mainframe.

Working Space

Working space has been left at the end of goals throughout the Teacher Handbook for the competency-based curriculum. This space has been provided so that teachers may write in additional objectives and measures and/or make notes regarding instruction, activities, and resources.

How to Make Suggestions for Additions or Revisions

As with any viable curriculum, the Teacher Handbook for the competency-based curriculum must be open to constant review, expansion, and revision in order that it continue to meet the needs of the children of this State. Anyone having suggestions for additions to or revisions of this curriculum may complete and submit the form in Appendix I, or may contact:

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Health Occupations Education

COMPETENCY-BASED CURRICULUM

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

VOCATIONAL EDUCATION

PURPOSE AND OVERVIEW

The overall mission of vocational education in the public schools is to provide a program capable of meeting the individual needs, interests, abilities, and aspirations of each student which is realistic in light of actual or anticipated opportunities for gainful employment, advanced education, and practical life application.

Specific purposes of vocational education are to:

1. Prepare individuals for entry-level employment in recognized occupations, new occupations, and emerging occupations at various levels of competence.

2. Prepare individuals for participation in advanced or highly skilled post-secondary vocational and technical education.

3. Provide individuals with laboratory experiences and activities which assist them in the making of informed and meaningful occupational choices, and/or which serve as the foundation for skilled vocational-technical education.

4. Provide individuals with laboratory experiences and activities which assist them in: (a) making informed consumer decisions; and (b) the application of practical life skills.

Competency-based courses are offered in eight vocational program areas:

1. Prevocational Education
2. Agricultural Education
3. Business and Office Education
4. Marketing Education
5. Health Occupations Education
6. Home Economics Education
7. Industrial Arts Education
8. Trade and Industrial Education

Vocational education provides appropriate programs and/or supportive services for persons who have academic, socioeconomic, and/or other disadvantages or handicaps that prevent them from succeeding in regular programs. It serves both in-school and out-of-school youths as well as adults.* Guidance, placement, and follow-up are also integral components of this program.

Target Groups

The major target group to be served by vocational education programs are youths in grades 7-12. In planning a vocational education competency-based curriculum, the following groups are listed in priority order for determining which target populations are to be served:

1. Students desiring immediate employment upon termination of high school. This group may include those who drop out or who graduate from high school, and desire to enter directly into the labor force.

2. Students who will engage in nongainful employment. This group includes students who apply their vocationally-related skills in situations without receiving pay. Examples are homemakers and volunteers.

3. Students who will engage in post-secondary training and education at less than the baccalaureate degree level. This group includes those persons who will pursue one-year, two-year, or other training programs in business schools, apprenticeship programs, technical colleges, and technical institutes, but who will not pursue a four-year college program. It may also include students who go directly into the military from high school.

4. Students who will pursue four-year or longer-term college degrees in fields related to vocational program areas.

5. Students who pursue nonvocationally-related college programs and who wish to develop practical life skills related to vocational educational and/or to develop certain vocationally-related skills transferable to other career settings.

*NOTE: For purposes of this publication, "youths" is defined as persons between the ages of five and eighteen. "Adults" refers to the those persons over the age of eighteen. This is in support of, and not in conflict with, adult education provided by the community college system.

Philosophy

The State Board of Education has responsibility for providing direction and leadership to vocational education. This leadership is provided through the Master Plan for Vocational Education and other federally required plans.

The Master Plan encompasses all activities and programs, provides the framework for all other plans, and incorporates the vocational education philosophy of the State Board of Education. Implied within the philosophy of the State Board of Education are the following:

1. Vocational courses should be open to students regardless of race, sex, national origin, or handicapping conditions. Appropriate programs should be made available to students who have left high school and wish to pursue a course of study.

2. Teaching transferable skills and knowledge is important in preparing students to become adaptable in a changing work environment.

3. General education and vocational education are interdependent. General education programs should provide an awareness of career opportunities in their fields and how each is applied in the world of work. Vocational instruction should provide opportunities for students to apply communication and computation skills and other general education learnings to special occupational areas.

4. Employment needs and student aspirations should determine which occupational programs to offer with employment needs taking priority.

5. High quality vocational education programs require extensive planning with policies and guidelines from the state and federal government providing direction.

6. Input from local advisory committees, employment data, student surveys, and student follow-up are all necessary in planning, implementing, and evaluating local vocational programs.

7. Each student should be furnished written documentation of specific competencies achieved through participation in a vocational education program.

8. Counselors and all vocational teachers should form linkages with business, industry, and the community to increase the relevance of school for the work place. As a result, students should have the opportunity to participate in cooperative work experiences, internships, shadowing, and apprenticeships.

9. All students in vocational education should have an opportunity to develop and extend their learnings through participation in active vocational student organizations. The program of work for each

organization should be based on instructional competencies and be an integral part of the vocational program.

10. Strong vocational guidance, counseling, job placement, and follow-up services should be available to assist students in planning for their careers and enrolling in appropriate courses.

Planning and Designing the Curriculum

Trends in our society, as well as specific factors in the economy, technology, educational system, and the labor market influence planning an appropriate vocational education program. Vocational education planners need to design programs which will accommodate:

1. The availability of resources.
2. Changes in population characteristics.
3. Labor needs in new and emerging occupations, including small business ownership.
4. Labor needs in existing occupations with greater than average anticipated growth.
5. The rapid rates of increase in employment projected for the service sector of the public and private economy.
6. A projected decrease in occupations requiring a four-year college preparation.
7. The rapid changes in consumer technology.
8. Changes in individual and family lifestyles.

When designing the curriculum for a given school or the total school system, local planning personnel will need to organize a comprehensive and appropriate sequence of vocational offerings for students enrolled in grades 7-12 based on an assessment of the (1) student needs, interests, and aspirations, and (2) labor market demands and projections.

The following figure illustrates the minimal/ideal number of vocational program areas from which offerings may be selected to accommodate the elective program for a balanced, comprehensive secondary school system.

COURSE OF STUDY

MINIMUM PROGRAM	DESIRABLE PROGRAM	HIGHLY DESIRABLE PROGRAM*
Prevocational Program	Prevocational Program	Prevocational Program
PLUS	PLUS	PLUS
Introductory/Skill Development in a Single Sequence in no less than Three Program Areas	Introductory/Skill Development in Multiple Sequences in no less than Five Program Areas	Skill Development in Multiple Sequences in Seven Program Areas
		PLUS
		Specialized Non-sequenced Courses

*In a highly desirable program, students would also be provided the opportunity to participate in independent study or independent study combined with challenge exams for credit in programs which cannot be offered as formal courses in the school system.

Priority is to be given to the vocational skill development component of the program. However, planning must ensure that through the selection and combination of specific course offerings from the eight program areas, all students in grades 7-12 are given a chance to explore the world of work, begin to appraise their own individual talents, interests, aptitudes, and obtain vocational knowledge, skills, and attitudes in preparation for advanced training activities and/or practical life situations.

Within any program area of vocational education, the scope and sequence of course offerings may vary from district to district. In some program areas, it may take three or four courses to have a basic program while other program areas may require only one or two. What is basic in vocational education in any of the eight program areas is dependent upon the unique needs of an individual school district. To determine what is basic to a particular program area contact the district vocational education coordinator and review the Vocational Education: Program of Studies, Revised.

HEALTH OCCUPATIONS EDUCATION

Program Description

The secondary, comprehensive Health Occupations Education program attempts to meet present and predicted needs for health workers within the diverse occupations identified in the health field. The program is designed to stimulate and motivate students' interests in the health services industry, to help prepare them for job opportunities as assistants on the health team, and to help prepare them for further education. Courses are designed to utilize skills training as a means of teaching a common core of concepts pertinent to a health career.

The competency-based curriculum for Health Occupations Education uses the cluster approach and encompasses both classroom and laboratory experiences which are aimed at developing a conceptual understanding of the following: personal, family, and community health maintenance and disease control; ethical and legal responsibilities; communication skills; and health sciences as related to the diagnosing, treatment, and rehabilitation of diseases/disorders. A multiplicity of simple to complex outcome competencies that represent commonalities within the scope of various health occupations are applied by students through clinical internships within cooperating health agencies.

Opportunities for leadership development and application of instructional competencies are provided by means of student participation in the North Carolina Association of Health Occupations Students of America (HOSA). This student organization is an integral component of the Health Occupations Education instructional program.

Learning Outcomes

As an integral part of the total secondary school curriculum, Health Occupations Education programs are designed to:

1. Enable students to select a career in the health care delivery system best suited to their individual needs, abilities, and career objectives.

2. Enable students to develop and apply basic care competencies that will prepare them with entry level skills for immediate employment as noncredentialed health assistants.

3. Enable students to develop and apply basic core competencies that will prepare them for pursuit of a health career through further education.

Scope and Sequence of Health Occupations Education

Health Occupations Education is comprised of a core of related units of study and instructional learning experiences designed to impart concepts required to support the health team. Competency-based instruction is organized to prepare students for occupational objectives concerned with assisting qualified health personnel in providing diagnostic, therapeutic, preventive, restorative, and rehabilitative services to consumers.

The chart that follows represents the scope and sequence for Health Occupations Education in the secondary curriculum. In a comprehensive Health Occupations Education program, Introduction to Health Occupations Education I is offered at grade 10, followed by Health Occupations Education I at grade 11, and Health Occupations Education II at grade 12. Prerequisites to Health Occupations Education I include Health Education and Biology.

SAMPLE SCOPE AND SEQUENCE FOR HEALTH OCCUPATIONS EDUCATION

Grade 10	Grade 11	*Grade 12
Introduction to Health Occupations Education (Y/S)	Health Occupations Education I (Y)	Health Occupations Education II (Y)
Prerequisites: None	Prerequisites: Biology and Health Education	Prerequisites: Health Occupations Education I

NOTE: Y = 1 year S = 1 semester

Courses are shown at first grade level offered, but may be offered at any succeeding grade level as well.

*Cooperative work experiences, internships, and/or production work activities are strongly encouraged for each student enrolled at this level.

Introduction to Health Occupations Education ideally is a semester long, one-hour, elective course designed to achieve the following: orient students enrolled in grade 10 to the organizational structure of the health industry and career ladders; create an awareness of employment equities that includes sex, race, and academic capabilities; and develop an understanding of on-the-job health and safety standards as a health team member. It is an introductory approach that affords the learning of basic concepts, especially those that deal with medical terminology, the diagnostic process, and health care/maintenance deliver systems. Although not a required prerequisite, it is strongly recommended that Introduction to Health Occupations Education be a part of the Health Occupations Education scope and sequence in each school to afford sophomore students the opportunity to determine further need for such preparation in relation to their potential career pursuits.

Health Occupations Educations I is designed as a year long, one-hour, elective course for students in grade 11. A more in-depth teaching/learning approach to a common core of health maintenance and health care competencies, health and safety standards, employment equities/opportunities, energy conservation, and practical life skills are presented through the application of some health assistant psychomotor skills. A major emphasis is placed on health sciences as they apply to the study of diagnosis and treatment of diseases/disorders, self-health care, and related health careers.

Twelfth grade students may enroll in Health Occupations Education I only if their occupational objective is complemented by a program or pattern of courses relevant to the following learning experiences: Business and Office Education students desirous of a medical secretary career, Marketing Education students desirous of a sales and marketing career as a pharmaceutical sales representative, Home Economics students aspiring to a career in hospital dietetics, or a student with academic preparation aspiring toward further education in pursuit of a health career. It is emphasized that successful completion of Health Education and Biology is required for any student before entering Health Occupations Education I.

Health Occupations Education II is a year long, two-hour block, elective course organized for those students in grade 12 who have completed Health Occupations Education I and who are interested in pursuing immediate employment and/or further education within a postsecondary institution.

The second semester students spend a majority of time on rotating clinical internships located in affiliating health agencies. While on clinical internships, no wages are paid. Supervision and evaluation are primarily the responsibilities of the Health Occupations Education teacher. Liability insurance for negligent acts must be obtained for these students prior to the clinical rotations.

It is especially important that those students interested in immediate employment complement their Health Occupations Education enrollment with business related offerings. For those who are interested in further education, additional science, math, and social studies offerings are needed.

Introduction to Health Occupations Education Outline

1. The Realm of Health

    a. Definition of health
    b. Concern for health
    c. Implications of health
    d. Influences on health
    e. Medical terminology

2. The Health Care Delivery System

    a. Big business
    b. Characteristics
        (1) history and development
        (2) health care services and agencies
        (3) sociologic aspects of health care
        (4) health services personnel
    c. Consumer protection

3. Health Maintenance

    a. The nature of disease
    b. Environmental health and safety

4. The Diagnostic Process

    a. Selecting a physician
    b. The medical examination
    c. The referral process

5. Major Health Problems

    a. Heart disease
    b. Cancer
    c. Mental illness
    d. Respiratory diseases
    e. Digestive diseases
    f. Drug abuse

6. A Career Decision

Health Occupations Education I Outline

1. Orientation to the Health Care Occupations and Agencies

    a. The nature of health care services
        (1) World Health Organization
        (2) implications of health
        (3) influences on health care, past and present
    b. Health agencies and purpose
        (1) international
        (2) national
        (3) state
        (4) community
    c. Health services personnel
        (1) members of health team
        (2) roles and responsibilities
    d. Personal and occupational philosophy
        (1) definition
        (2) application
    e. Practical applications for understanding medical terms

2. Interpersonal Communication and Human Relations

    a. Role of communication in human relations
        (1) elements
        (2) processes
        (3) types
    b. Interpersonal communication skills
        (1) observation, perception, and transmission of information
        (2) listening
        (3) responses
        (4) communication and the telephone
        (5) following written and oral instructions
    c. Communication and the helping process
    d. Understanding human behavior
        (1) definition
        (2) characteristics
        (3) influences
        (4) basic needs
    e. Adjustments and patterns of behavior
        (1) threats to adjustment
        (2) defense mechanisms
        (3) inner conflict, frustration, and problem-solving
        (4) drug and alcohol abuse
    f. Patient behavior

3. Nutrition and Diet Therapy

   a. Nutrition
      (1) definition
      (2) purpose
      (3) effects
      (4) heredity and environment
   b. Nutrients
      (1) classification
      (2) function
      (3) sources
      (4) digestion and metabolism
      (5) deficiencies
   c. Balanced diet
      (1) interpretation
      (2) composition
      (3) amounts
      (4) eating habits
   d. Nutritional therapy
      (1) identification
      (2) hospital diets
      (3) psychological and physiological adjustments
   e. Health careers

4. Basic Sciences

   a. Microorganisms
      (1) world beneath the microscope
      (2) protists
      (3) disease and disease-producing organisms
      (4) body defenses against diseases/disorders
      (5) methods of destruction
   b. The general plan of the body
      (1) life processes
      (2) human body organization
      (3) human body plan
   c. The skin--dermatology
      (1) structure
      (2) function
      (3) diseases/disorders
      (4) health careers
   d. The skeletal system--osteology
      (1) structure
      (2) functions
      (3) diseases/disorders
      (4) health careers

e. The muscular system
    (1) structure
    (2) function
    (3) body mechanics
    (4) diseases/disorders
    (5) health careers
f. The respiratory system
    (1) structure
    (2) function
    (3) diseases/disorders
    (4) health careers
g. The circulatory system
    (1) the blood
    (2) the heart--cardiology
    (3) the blood vessels
    (4) health careers
h. The nervous system--neurology
    (1) general function
    (2) neurology
    (3) central nervous system
    (4) periphereal nervous system
    (5) autonomic nervous system
    (6) health careers
i. The sensory system
    (1) senses and sensory mechanisms
    (2) eye--opthalmology
    (3) ear
    (4) organs of special senses
    (5) symptoms of disorders of special senses
    (6) general senses
    (7) health careers
j. The digestive system
    (1) structure
    (2) function
    (3) diseases/disorders
    (4) health careers
k. The urinary system--urology
    (1) structure
    (2) function
    (3) urine
    (4) diseases/disorders
    (5) health careers
l. The endocrine system--endocrinology
    (1) structure
    (2) function
    (3) diseases/disorders
    (4) health careers

m. The reproductive system
   (1) male
   (2) female
   (3) life before and during birth
   (4) human sexuality
   (5) diseases/disorders
   (6) health careers

n. First aid emergency care
   (1) basic techniques of emergency care
   (2) common medical emergencies
   (3) safety
   (4) new trends in emergency care
   (5) health careers

Health Occupations Education II Outline

1. Being a Member of the Health Team
    - a. Role of the assistant
        - (1) health career ladders/specialities
        - (2) duties
        - (3) ethical practices
        - (4) legal jurisprudence
    - b. Professional traits of the assistant
        - (1) personal appearance
        - (2) attitude
    - c. Health career employment opportunities
        - (1) health manpower needs--local, state, and national
        - (2) looking for a job
            - (a) employment agencies
            - (b) Employment Security Commission
            - (c) personnel departments
            - (d) advertising
        - (3) evaluating employment opportunities
            - (a) employee benefits
            - (b) employee protection
    - d. Job employment processes
        - (1) letter of inquiry
        - (2) personal data sheet/resume
        - (3) application form(s)
        - (4) references
        - (5) job interview(s)
        - (6) aptitude tests
        - (7) contracts
    - e. Admissions processes (post-secondary education)
        - (1) letters of inquiry
        - (2) decision-making
        - (3) letter of application
        - (4) application forms
        - (5) aptitude tests
        - (6) student interviews
        - (7) financial assistance
            - (a) scholarships
            - (b) student aid
            - (c) grants
            - (d) awards
            - (e) loans
    - f. Medical terminology
    - g. Apothecaries'/metric systems

2. Communication Skills

   a. Listening with a purpose
   b. Observing with a purpose
   c. Empathy versus sympathy
   d. Anticipation of needs
   e. Communicative responses
      (1) greeting patients, clients, visitors, and health team members
      (2) informing patients, clients, visitors, and health team members--tests, diets
      (3) receiving and placing telephone/intercom calls--emergency, appointments, information
      (4) receiving and following directions
      (5) interviewing with a purpose

3. Clerical Skills

   a. Clerical management
      (1) handling the mail
      (2) maintaining and labeling files
      (3) scheduling appointments
      (4) completing medical, health, and requisition forms
      (5) maintaining inventories
      (6) maintaining invoices, statements, and accounts
      (7) transcribing/interpreting health team member's requests and orders
      (8) preparing work schedules
      (9) admitting a patient/client
   b. Environmental management
      (1) climate control
      (2) cleanliness
         (a) equipment
         (b) furniture
         (c) odors
      (3) noise
      (4) safety
         (a) furniture
         (b) equipment
         (c) supplies
         (d) radioactivity
         (e) bedrails

4. Assistant Health Care Skills II

   a. Antimicrobial controls
      (1) medical asepsis
      (2) surgical asepsis
      (3) trays/packs
      (4) isolation technique
   b. Transporting measures
      (1) wheelchair
      (2) stretcher
      (3) hydraulic lifts
      (4) emergency measures
   c. Diagnostic measures
      (1) physical assessment
      (2) weight
      (3) height
      (4) visual acuity
      (5) temperature
      (6) pulse
      (7) respiration
      (8) blood pressure
      (9) body alignment
      (10) specimens, cultures, and smears
      (11) computation of liquids and solids
   d. Therapeutic measures
      (1) dressings/bandages
      (2) heat and cold
      (3) therapeutic agents
      (4) hygiene
      (5) therapeutic diets/supplements
   e. Rehabilitative measures
      (1) exercises
      (2) ambulation

VOCATIONAL EDUCATION
HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 1: The learner will analyze the role of the health team assistant as related to health career ladders, specialities, and duties.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 219-221).
1.1	Define the meaning of the term "health."	pp. 64-65
1.2	Relate health concepts to health maintenance and health care.	pp. 86-87
1.3	Describe the health care delivery system as it relates to services provided for health care and health maintenance.	pp. 68-70
1.4	Interpret health agencies' functions.	pp. 88-89
1.5	Analyze medical and allied health careers according to career ladders.	pp. 71-72
1.6	Identify health team members whose major function is related to nutrition and diet therapy.	pp. 131-132
1.7	Discuss health careers related to dermatology.	p. 153
1.8	Discuss health careers related to the skeletal system.	pp. 156-157
1.9	Discuss health careers related to the muscular system.	p. 162

Grade Level: 10-12 Page 2

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 1: The learner will analyze the role of the health team assistant as related to health career ladders, specialities, and duties.

Objectives	Measures
1.10 Discuss health careers related to the respiratory system.	p. 165
1.11 Discuss health careers related to the circulatory system.	pp. 170-171
1.12 Discuss health careers related to the nervous system.	pp. 178-179
1.13 Discuss health careers related to the sensory system.	p. 183
1.14 Discuss health careers related to the digestive system.	p. 190
1.15 Discuss health careers associated with the urinary system.	p. 196
1.16 Discuss health careers associated with the endocrine system.	p. 202
1.17 Discuss health careers associated with the reproductive system.	pp. 212-213
1.18 Discuss health careers related to first-aid/emergency care.	p. 218
1.19 Analyze job functions and traits of health team members.	pp. 90-91

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HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 2: The learner will analyze the role of the health team assistant as related to ethics and legal jurisprudence.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 222-223).
2.1	Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
2.2	Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93
2.3	Interpret health agencies' functions.	pp. 88-89
2.4	Analyze medical and allied health careers according to career ladders.	pp. 71-72
2.5	Identify health team members whose major function is related to nutrition and diet therapy.	pp. 131-132
2.6	Discuss health careers related to dermatology.	p. 153
2.7	Discuss health careers related to the skeletal system.	pp. 156-157
2.8	Discuss health careers related to the muscular system.	p. 162
2.9	Discuss health careers related to the respiratory system.	p. 165

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 2: The learner will analyze the role of the health team assistant as related to ethics and legal jurisprudence.

	Objectives	Measures
2.10	Discuss health careers related to the circulatory system.	pp. 170-171
2.11	Discuss health careers related to the nervous system.	pp. 178-179
2.12	Discuss health careers related to the sensory system.	p. 183
2.13	Discuss health careers related to the digestive system.	p. 190
2.14	Discuss health careers associated with the urinary system.	p. 196
2.15	Discuss health careers associated with the endocrine system.	p. 202
2.16	Discuss health careers associated with the reproductive system.	pp. 212-213
2.17	Discuss health careers related to first aid/emergency care.	p. 218
2.18	Analyze job functions and traits of health team members.	pp. 90-91

VOCATIONAL EDUCATION
HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 3: The learner will analyze the role of the health team assistant as related to professional traits.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 224-225).
3.1	Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
3.2	Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 4: The learner will evaluate employment opportunities.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 226-227).
4.1	Analyze medical and allied health careers according to career ladders.	pp. 71-72
4.2	Describe the health care delivery system as it relates to services provided in health maintenance.	pp. 69-70
4.3	Interpret health agencies' functions.	pp. 88-89
4.4	Identify health team members whose major function is related to nutrition and diet therapy.	pp. 131-132
4.5	Discuss health careers related to dermatology.	p. 153
4.6	Discuss health careers related to the skeletal system.	pp. 156-157
4.7	Discuss health careers related to the muscular system.	p. 162
4.8	Discuss health careers related to the respiratory system.	p. 165
4.9	Discuss the health careers related to the circulatory system.	pp. 170-171

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 4: The learner will evaluate employment opportunities.

	Objectives	Measures
4.10	Discuss health careers related to the nervous system.	pp. 178-179
4.11	Discuss health careers related to the sensory system.	p. 183
4.12	Discuss health careers related to the digestive system.	p. 190
4.13	Discuss health careers associated with the urinary system.	p. 196
4.14	Discuss health careers associated with the endocrine system.	p. 202
4.15	Discuss health careers associated with the reproductive system.	pp. 212-213
4.16	Discuss health careers related to first-aid/emergency care.	p. 218
4.17	Evaluate personal philosophy as related to health careers of special interest.	pp. 83-84
4.18	Analyze personal philosophy as it relates to occupational philosophy.	pp. 94-95
4.19	Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 5: The learner will apply the oral/written process necessary for obtaining employment.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 228-230).
5.1	Describe the health care delivery system as it relates to services provided for health care and health maintenance.	pp. 68-70
5.2	Interpret health agencies' functions.	pp. 88-89
5.3	Analyze medical and allied health careers according to career ladders.	pp. 71-72
5.4	Identify health team members whose major function is related to nutrition and diet therapy.	pp. 131-132
5.5	Discuss health careers related to dermatology.	p. 153
5.6	Discuss health careers related to the skeletal system.	pp. 156-157
5.7	Discuss health careers related to the muscular system.	p. 162
5.8	Discuss health careers related to the respiratory system.	p. 165
5.9	Discuss health careers related to the circulatory system.	pp. 170-171

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 5: The learner will apply the oral/written process necessary for obtaining employment.

	Objectives	Measures
5.10	Discuss health careers related to the nervous system.	pp. 178-179
5.11	Discuss health careers related to the sensory system.	p. 183
5.12	Discuss health careers related to the digestive system.	p. 190
5.13	Discuss health careers associated with the urinary system.	p. 196
5.14	Discuss health careers associated with the endocrine system.	p. 202
5.15	Discuss health careers associated with the reproductive system.	pp. 212-213
5.16	Discuss health careers related to first-aid/emergency care.	p. 218
5.17	Analyze job functions and traits of health team members.	p. 90-91
5.18	Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
5.19	Execute basic skills in following directions and/or instructions.	p. 107

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COMPETENCY GOAL 6: The learner will apply the admission process necessary for enrolling in postsecondary education.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 231-233).
6.1	Describe the health care delivery system as it relates to services provided for health care and health maintenance.	pp. 68-70
6.2	Interpret health agencies' fuctions.	pp. 88-89
6.3	Analyze medical and allied health careers according to career ladders.	pp. 71-72
6.4	Identify health team members whose major function is related to nutrition and diet therapy.	pp. 131-132
6.5	Discuss health careers related to dermatology.	p. 153
6.6	Discuss health careers related to the skeletal system.	pp. 156-157
6.7	Discuss health careers related to the muscular system.	p. 162
6.8	Discuss health careers related to the respiratory system.	p. 165
6.9	Discuss health careers related to the circulatory system.	pp. 170-171

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 6: The learner will apply the admission process necessary for enrolling in postsecondary education.

Objectives	Measures
6.10 Discuss health careers related to the nervous system.	pp. 178-179
6.11 Discuss health careers related to the sensory system.	p. 183
6.12 Discuss health careers related to the digestive system.	p. 190
6.13 Discuss health careers associated with the urinary system.	p. 196
6.14 Discuss health careers associated with the endocrine system.	p. 202
6.15 Discuss health careers associated with the reproductive system.	pp. 212-213
6.16 Discuss health careers related to first-aid/emergency care.	p. 218
6.17 Analyze job functions and traits of health team members.	pp. 90-91
6.18 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
6.19 Execute basic skills in following directions and/or instructions.	p. 107

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 7: The learner will utilize appropriate medical terminology as a means of communicating and understanding the health care delivery system.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 234-235).
7.1	Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
7.2	Translate medical terminology into lay terms and meanings.	pp. 96-98
7.3	Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 8: The learner will utilize the apothecaries'/metric system(s) as a means of computing and transcribing measurements.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 236-237).
8.1	Describe the use of the apothecaries'/ metric system(s) as a means of computing and transcribing measurements.	pp. 99-100
8.2	Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 9: The learner will use listening skills for purposeful communication.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 238-239).
9.1	Demonstrate verbal and nonverbal communication techniques.	p. 101
9.2	Demonstrate "active listening" techniques.	p. 102
9.3	Identify communication responses according to functional and nonfunctional characteristics.	pp. 103-104
9.4	Execute basic skills in following directions and/or instructions.	p. 107
9.5	Describe the components of the helping process.	pp. 108-109
9.6	Evaluate hypothetical situations involving the helping process.	pp. 110-111
9.7	Identify behavioral patterns in meeting personal needs.	pp. 112-113
9.8	Analyze the use of defense mechanisms as related to emotional adjustment.	pp. 114-115
9.9	Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 9: The learner will utilize listening skills for purposeful communication.

Objectives		Measures
9.10	Identify personal behavioral traits as they relate to heredity and environmental influences.	p. 111
9.11	Analyze hypothetical behavioral patterns related to health problems and/or concerns.	pp. 120-121
9.12	Demonstrate basic coping behavioral patterns of the health team as related to health problems and/or concerns.	p. 122
9.13	Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
9.14	Translate medical terminology into lay terms/meanings.	pp. 96-98
9.15	Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
9.16	Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93

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Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 10: The learner will use observation skills for purposeful communication.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 240-241).
10.1	Demonstrate observation techniques used in communication.	pp. 105-106
10.2	Demonstrate verbal and nonverbal communication techniques.	p. 101
10.3	Demonstrate "active listening" techniques.	p. 102
10.4	Identify communication responses according to functional and nonfunctional characteristics.	pp. 103-104
10.5	Execute basic skills in following directions and/or instructions.	p. 107
10.6	Describe the components of the helping process.	pp. 108-109
10.7	Evaluate hypothetical situations involving the helping process.	p. 110
10.8	Interpret behavioral patterns in meeting personal needs.	pp. 112-113
10.9	Analyze the use of defense mechanisms as related to emotional adjustment.	pp. 114-115

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 10: The learner will use observation skills for purposeful communication.

Objectives	Measures
10.10 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
10.11 Interpret behavioral patterns in meeting personal needs.	pp. 112-113
10.12 Analyze hypothetical behavioral patterns related to health problems and/or concerns.	pp. 120-121
10.13 Demonstrate basic coping behavioral patterns of the health team as related to health problems and/or concerns.	p. 122
10.14 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
10.15 Translate medical terminology into lay terms/meanings.	pp. 96-98
10.16 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
10.17 Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93

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Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 11: The learner will utilize empathetic responses.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 242-243).
11.1	Demonstrate verbal and nonverbal communication techniques.	p. 101
11.2	Demonstrate "active listening" techniques.	p. 102
11.3	Demonstrate observation techniques used in communication.	pp. 105-106
11.4	Identify communication responses according to functional and nonfunctional characteristics.	pp. 103-104
11.5	Execute basic skills in following directions and/or instructions.	p. 107
11.6	Describe the components of the helping process.	pp. 108-109
11.7	Evaluate hypothetical situations involving the helping process.	pp. 110-111
11.8	Identify behavioral patterns in meeting personal needs.	pp. 112-113
11.9	Analyze the use of defense mechanisms as related to emotional adjustment.	pp. 114-115

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 11: The learner will utilize empathetic responses.

Objectives	Measures
11.10 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
11.11 Identify personal behavioral traits as they relate to heredity and environmental influences.	pp. 111
11.12 Interpret behavioral patterns in meeting personal needs.	pp. 112-113
11.13 Analyze the use of defense mechanisms as related to emotional adjustment.	pp. 114-115
11.14 Analyze hypothetical behavioral patterns related to health problems and/or concerns.	pp. 120-121
11.15 Demonstrate basic coping behavioral patterns of the health team as related to health problems and/or concerns.	p. 122
11.16 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
11.17 Translate medical terminology into lay terms/meanings.	pp. 96-98
11.18 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
11.19 Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 12: The learner will apply anticipatory behavior patterns.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 244-245).
12.1	Demonstrate verbal and nonverbal communication techniques.	p. 101
12.2	Demonstrate "active listening" techniques.	p. 102
12.3	Demonstrate observation techniques used in communication.	pp. 105-106
12.4	Identify communication responses according to functional and nonfunctional characteristics.	pp. 103-104
12.5	Execute basic skills in following directions and/or instructions.	p. 107
12.6	Describe the components of the helping process.	p. 108-109
12.7	Evaluate hypothetical situations involving the helping process.	p. 110
12.8	Interpret behavioral patterns in meeting personal needs.	p. 112-113
12.9	Analyze the use of defense mechanisms as related to emotional adjustment.	p. 114-115

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 12: The learner will apply anticipatory behavior patterns.

Objectives	Measures
12.10 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
12.11 Identify personal behavioral traits as they relate to heredity and environmental influences.	p. 111
12.12 Interpret behavioral patterns in meeting personal needs.	pp. 112-113
12.13 Analyze hypothetical behavioral patterns related to health problems and/or concerns.	pp. 120-121
12.14 Demonstrate basic coping behavioral patterns of the health team as related to health problems and/or concerns.	p. 122
12.15 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
12.16 Translate medical terminology into lay terms/meanings.	pp. 96-98
12.17 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
12.18 Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93

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Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 13: The learner will greet patients, clients, and health team members in a positive manner.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 247-248).
13.1	Demonstrate verbal and nonverbal communication techniques.	p. 101
13.2	Demonstrate "active listening" techniques.	p. 102
13.3	Demonstrate observation techniques used in communication.	pp. 105-106
13.4	Identify communication responses according to functional and nonfunctional characteristics.	pp. 103-104
13.5	Execute basic skills in following directions and/or instructions.	p. 107
13.6	Describe the components of the helping process.	pp. 108-109
13.7	Evaluate hypothetical situations involving the helping process.	pp. 110-111
13.8	Identify behavioral patterns in meeting personal needs.	pp. 112-113
13.9	Analyze the use of defense mechanisms as related to emotional adjustment.	pp. 114-115

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 13: The learner will greet patients, clients, and health team members in a positive manner.

Objectives	Measures
13.10 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
13.11 Identify personal behavioral traits as they relate to heredity and environmental influences.	p. 111
13.12 Interpret behavioral patterns in meeting personal needs.	pp. 112-113
13.13 Analyze the use of defense mechanisms as related to emotional adjustment.	pp. 114-115
13.14 Analyze hypothetical behavioral patterns related to health problems and/or concerns.	pp. 120-121
13.15 Demonstrate basic coping behavioral patterns of the health team as related to health problems and/or concerns.	p. 122
13.16 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
13.17 Translate medical terminology into lay terms/meanings.	pp. 96-98
13.18 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 13: The learner will greet patients, clients, and health team members in a positive manner.

Objectives	Measures
13.19 Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 14: The learner will accurately inform patients, clients, and health team members on the assistant level.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 249-250).
14.1	Demonstrate verbal and nonverbal communication techniques.	p. 101
14.2	Demonstrate observation techniques as utilized in communication.	pp. 105-106
14.3	Demonstrate "active listening" techniques.	p. 102
14.4	Identify communication responses according to functional and nonfunctional characteristics.	pp. 103-104
14.5	Execute basic skills in following directions and/or instructions.	p. 107
14.6	Describe the components of the helping process.	pp. 108-109
14.7	Evaluate hypothetical situations involving the helping process.	pp. 110-111
14.8	Identify behavioral patterns in meeting personal needs.	pp. 112-113
14.9	Analyze the use of defense mechanisms as related to emotional adjustment.	pp. 114-115

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 14: The learner will accurately inform patients, clients, and health team members on the assistant level.

Objectives	Measures
14.10 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
14.11 Identify personal behavioral traits as they relate to heredity and environmental influences.	p. 111
14.12 Analyze hypothetical behavioral patterns related to health problems and/or concerns.	pp. 120-121
14.13 Demonstrate basic coping behavioral patterns of the health team as related to health problems and/or concerns.	p. 122
14.14 Apply basic fundamentals in interpreting medical venacular.	pp. 66-67
14.15 Translate medical terminology into lay terms/meanings.	pp. 96-98
14.16 Analyze the nature of diseases/disorders.	pp. 75-76
14.17 Analyze environmental and/or health and safety problems that affect health maintenance/health care.	pp. 77-78
14.18 Describe the process used in diagnosing diseases/disorders.	pp. 79-80

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 14: The learner will accurately inform patients, clients, and health team members on the assistant level.

Objectives	Measures
14.19 Recognize general symptoms indicative of current major health problems.	pp. 81-82
14.20 Evaluate the harmful effects of alcohol, drugs, and tobacco.	pp. 118-119
14.21 Discuss basic therapeutic diets as a means of treating major diseases/disorders.	pp. 127-128
14.22 Discuss major groups of organisms according to size, shape, and function.	pp. 135-136
14.23 Identify direct and predisposing factors related to diseases/disorders.	pp. 137-138
14.24 Examine the body's defense against diseases/disorders through immunity.	pp. 140-141
14.25 Discuss the general structural plan of the human body.	pp. 144-146
14.26 Differentiate between body cavities.	p. 149
14.27 Identify body directions and/or planes.	p. 150
14.28 Analyze the structure and function of the integumentary system as they relate to the diagnosis and treatment of the major diseases/disorders associated with the system.	pp. 151-152

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 14: The learner will accurately inform patients, clients, and health team members on the assistant level.

Objectives	Measures
14.29 Analyze the structure and function of the skeletal organs as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 154-155
14.30 Analyze the structure and function of the muscular system as they relate to the diagnosis and treatment of the major diseases/disorders associated with the system.	pp. 158-159
14.31 Interpret the interdependence of the musculoskeletal system.	p. 160
14.32 Analyze the structure and function of the respiratory system as they relate to the diagnosis and treatment of major diseases/disorders associated with the system.	pp. 163-164
14.33 Analyze the components and characteristics of the blood as they relate to the diagnosis and treatment of the major diseases/disorders associated with the blood.	pp. 166-167
14.34 Analyze the circulation of blood through the blood vessels as it relates to the diagnosis and treatment of the major diseases and disorders of the heart and blood vessels.	pp. 168-169
14.35 Analyze the structure and function of the nervous system as they relate to diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 172-174

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 14: The learner will accurately inform patients, clients, and health team members on the assistant level.

Objectives	Measures
14.36 Differentiate between behaviors related to the sympathetic and parasympathetic nervous systems.	pp. 176-177
14.37 Analyze the structures from which the senses emanate, and their functions as they relate to the diagnosis and treatment of major diseases and disorders associated with the sensory system.	pp. 180-182
14.38 Analyze the structure and function of the digestive system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 184-186
14.39 Trace the path of food, including the digestive, metabolic, and absorption processes.	pp. 187-189
14.40 Analyze the structure and function of the urinary system as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 191-193
14.41 Analyze the normal and abnormal components of urine.	pp. 194-195
14.42 Analyze the structure and function of the endocrine system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 197-199
14.43 Relate the interdependence of all bodily functions to the endocrine system.	pp. 200-201

Grade Level: 10-12 Page 6

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 14: The learner will accurately inform patients, clients, and health team members on the assistant level.

Objectives	Measures
14.44 Analyze the structure and function of the male reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 203-204
14.45 Analyze the structure and function of the female reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 205-206
14.46 Explain the sequential development of the fertilized ovum from conception to birth.	pp. 207-208
14.47 Classify births using the terms "abortion," "miscarriage," and "prematurity."	pp. 209-210
14.48 Describe first-aid/emergency care.	pp. 214-215
14.49 Analyze infractions of health and safety regulations.	p. 217
14.50 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
14.51 Translate medical terminology into lay terms/meanings.	pp. 96-98
14.52 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 14: The learner will accurately inform patients, clients, and health team members on the assistant level.

Objectives	Measures
14.53 Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93

VOCATIONAL EDUCATION
HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 15: The learner will place and receive telephone calls.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 251-252).
15.1	Demonstrate observation techniques utilized in communication.	pp. 105-106
15.2	Demonstrate verbal and nonverbal communication techniques.	p. 101
15.3	Demonstrate "active listening" techniques.	p. 102
15.4	Identify communication responses according to functional and nonfunctional characteristics.	pp. 103-104
15.5	Execute basic skills in following directions and/or instructions.	p. 107
15.6	Describe the components of the helping process.	pp. 108-109
15.7	Evaluate hypothetical situations involving the helping process.	pp. 110-111
15.8	Identify behavioral patterns in meeting personal needs.	pp. 112-113
15.9	Analyze the use of defense mechanisms as related to emotional adjustment.	pp. 114-115

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 15: The learner will place and receive telephone calls.

Objectives	Measures
15.10 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
15.11 Identify personal behavioral traits as they relate to heredity and environmental influences.	p. 111
15.12 Interpret behavioral patterns in meeting personal needs.	pp. 112-113
15.13 Analyze the use of defense mechanisms as related to emotional adjustment.	pp. 114-115
15.14 Analyze hypothetical behavioral patterns related to health problems and/or concerns.	pp. 120-121
15.15 Demonstrate basic coping behavioral patterns of the health team as related to health problems and/or concerns.	p. 122
15.16 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
15.17 Translate medical terminology into lay terms/meanings.	pp. 96-98
15.18 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
15.19 Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 16: The learner will receive and follow directions.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 253-254).
16.1	Demonstrate verbal and nonverbal communication techniques.	p. 101
16.2	Demonstrate observation techniques as utilized in communication.	pp. 105-106
16.3	Demonstrate "active listening" techniques.	p. 102
16.4	Identify communication responses according to functional and nonfunctional characteristics.	pp. 103-104
16.5	Execute basic skills in following directions and/or instructions.	p. 107
16.6	Describe the components of the helping process.	pp. 108-109
16.7	Evaluate hypothetical situations involving the helping process.	pp. 110-111
16.8	Identify behavioral patterns in meeting personal needs.	pp. 112-113
16.9	Analyze the use of defense mechanisms as related to emotional adjustment.	pp. 114-115

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 16: The learner will receive and follow directions.

Objectives	Measures
16.10 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
16.11 Identify personal behavioral traits as they relate to heredity and environmental influences.	p. 111
16.12 Analyze hypothetical behavioral patterns related to health problems and/or concerns.	pp. 120-121
16.13 Demonstrate basic coping behavioral patterns of the health team as related to health problems and/or concerns.	p. 122
16.14 Analyze the nature of diseases/disorders.	pp. 75-76
16.15 Analyze environmental and/or health and safety problems that affect health maintenance/health care.	pp. 77-78
16.16 Describe the process used in diagnosing diseases/disorders.	pp. 79-80
16.17 Recognize general symptoms indicative of current major health problems.	pp. 81-82
16.18 Evaluate the harmful effects of alcohol, drugs, and tobacco.	pp. 118-119
16.19 Discuss basic therapeutic diets as a means of treating major diseases/disorders.	pp. 127-128

Grade Level: 10-12 Page 3

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 16: The learner will receive and follow directions.

Objectives	Measures
16.20 Discuss major groups of organisms according to size, shape, and function.	pp. 135-136
16.21 Identify direct and predisposing factors related to diseases/disorders.	pp. 137-138
16.22 Examine the body's defense against diseases/disorders through immunity.	pp. 140-141
16.23 Discuss the general structural plan of the human body.	pp. 144-146
16.24 Differentiate between body cavities.	p. 149
16.25 Identify body directions and/or planes.	p. 150
16.26 Analyze the structure and function of the integumentary system as they relate to the diagnosis and treatment of the major diseases/disorders associated with the system.	pp. 151-152
16.27 Analyze the structure and function of the skeletal organs as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 154-155
16.28 Analyze the structure and function of the muscular system as they relate to the diagnosis and treatment of the major diseases/disorders associated with the system.	pp. 158-159

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 16: The learner will receive and follow directions.

Objectives	Measures
16.29 Interpret the interdependence of the musculoskeletal system.	p. 160
16.30 Analyze the structure and function of the respiratory system as they relate to the diagnosis and treatment of major diseases/ disorders associated with the system.	pp. 163-164
16.31 Analyze the components and characteristics of the blood as they relate to the diagnosis and treatment of the major diseases/disorders associated with the blood.	pp. 166-167
16.32 Analyze the circulation of blood through the blood vessels as it relates to the diagnosis and treatment of the major diseases and disorders of the heart and blood vessels.	pp. 168-169
16.33 Analyze the structure and function of the nervous system as they relate to diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 172-174
16.34 Differentiate between behaviors related to the sympathetic and parasympathetic nervous systems.	pp. 176-177
16.35 Analyze the structures from which the senses emanate and their functions as they relate to the diagnosis and treatment of major diseases and disorders associated with the sensory system.	pp. 180-182

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 16: The learner will receive and follow directions.

Objectives	Measures
16.36 Analyze the structure and function of the digestive system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 184-186
16.37 Trace the path of food, including the digestive, metabolic, and absorption processes.	pp. 187-189
16.38 Analyze the structure and function of the urinary system as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 191-193
16.39 Analyze the normal and abnormal components of urine.	pp. 194-195
16.40 Analyze the structure and function of the endocrine system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 197-199
16.41 Relate the interdependence of all bodily functions to the endocrine system.	pp. 200-201
16.42 Analyze the structure and function of the male reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 203-204

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 16: The learner will receive and follow directions.

Objectives	Measures
16.43 Analyze the structure and function of the female reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 205-206
16.44 Explain the sequential development of the fertilized ovum from conception to birth.	pp. 207-208
16.45 Classify births using the terms "abortion," "miscarriage," and "prematurity."	pp. 209-210
16.46 Describe first-aid/emergency care.	pp. 214-215
16.47 Analyze infractions of health and safety regulations.	p. 217
16.48 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
16.49 Translate medical terminology into lay terms/meanings.	pp. 96-98
16.50 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
16.51 Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93

VOCATIONAL EDUCATION
HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 17: The learner will interview patients and clients.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 255-256).
17.1	Demonstrate verbal and nonverbal communication techniques.	p. 101
17.2	Demonstrate observation techniques as utilized in communication.	pp. 105-106
17.3	Demonstrate "active listening" techniques.	p. 102
17.4	Identify communication responses according to functional and nonfunctional characteristics.	pp. 103-104
17.5	Execute basic skills in following directions and/or instructions.	p. 107
17.6	Describe the components of the helping process.	pp. 108-109
17.7	Evaluate hypothetical situations involving the helping process.	pp. 110-111
17.8	Identify behavioral patterns in meeting personal needs.	pp. 112-113
17.9	Analyze the use of defense mechanisms as related to emotional adjustment.	pp. 114-115

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 17: The learner will interview patients and clients.

Objectives	Measures
17.10 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
17.11 Identify personal behavioral traits as they relate to heredity and environmenttal influences.	p. 111
17.12 Interpret behavioral patterns in meeting personal needs.	pp. 112-113
17.13 Analyze hypothetical behavioral patterns related to health problems and/or concerns.	pp. 120-121
17.14 Demonstrate basic coping behavioral patterns of the health team as related to health problems and/or concerns.	p. 122
17.15 Analyze the nature of diseases/disorders.	pp. 75-76
17.16 Analyze environmental and/or health and safety problems that affect health maintenance/health care.	pp. 77-78
17.17 Describe the process used in diagnosing diseases/disorders.	pp. 79-80
17.18 Recognize general symptoms indicative of current major health problems.	pp. 81-82
17.19 Evaluate the harmful effects of alcohol, drugs, and tobacco.	pp. 118-119

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 17: The learner will interview patients and clients.

Objectives	Measures
17.20 Discuss basic therapeutic diets as a means of treating major diseases/disorders.	pp. 127-128
17.21 Discuss major groups of organisms according to size, shape, and function.	pp. 135-136
17.22 Identify direct and predisposing factors related to diseases/disorders.	pp. 137-138
17.23 Examine the body's defense against diseases/disorders through immunity.	pp. 140-141
17.24 Discuss the general structural plan of the human body.	pp. 144-146
17.25 Differentiate between body cavities.	p. 149
17.26 Identify body directions and/or planes.	p. 150
17.27 Analyze the structure and function of the integumentary system as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 151-152
17.28 Analyze the structure and function of the skeletal organs as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 154-155
17.29 Analyze the structure and function of the muscular system as they relate to the diagnosis and treatment of the major diseases/disorders associated with the system.	pp. 158-159

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 17: The learner will interview patients and clients.

Objectives	Measures
17.30 Interpret the interdependence of the musculoskeletal system.	p. 160
17.31 Analyze the structure and function of the respiratory system as they relate to the diagnosis and treatment of major diseases/ disorders associated with the system.	pp. 163-164
17.32 Analyze the components and characteristics of the blood as they relate to the diagnosis and treatment of the major diseases/disorders associated with the blood.	pp. 166-167
17.33 Analyze the circulation of blood through the blood vessels as it relates to the diagnosis and treatment of the major diseases and disorders of the heart and blood vessels.	pp. 168-169
17.34 Analyze the structure and function of the nervous system as they relate to diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 172-174
17.35 Differentiate between behaviors related to the sympathetic and parasympathetic nervous systems.	pp. 176-177
17.36 Analyze the structures from which the senses emanate and their functions as they relate to the diagnosis and treatment of major diseases and disorders associated with the sensory system.	pp. 180-182

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 17: The learner will interview patients and clients.

Objectives	Measures
17.37 Analyze the structure and function of the digestive system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 184-186
17.38 Trace the path of food, including the digestive, metabolic, and absorption processes.	pp. 187-189
17.39 Analyze the structure and function of the urinary system as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 191-193
17.40 Analyze the structure and function of the endocrine system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 197-199
17.41 Relate the interdependence of all bodily functions to the endocrine system.	pp. 200-201
17.42 Analyze the structure and function of the male reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 203-204
17.43 Analyze the structure and function of the female reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 205-206

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 17: The learner will interview patients and clients.

Objectives	Measures
17.44 Explain the sequential development of the fertilized ovum from conception to birth.	pp. 207-208
17.45 Classify births using the terms "abortion," "miscarriage," and "prematurity."	pp. 209-210
17.46 Describe first-aid/emergency care.	pp. 214-215
17.47 Analyze infractions of health and safety regulations.	p. 217
17.48 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
17.49 Translate medical terminology into lay terms/meanings.	pp. 96-98
17.50 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
17.51 Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93

VOCATIONAL EDUCATION
HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 18: The learner will handle mail within a health agency.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 257-258).
18.1	Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
18.2	Translate medical terminology into lay terms/meanings.	pp. 96-98
18.3	Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
18.4	Execute basic skills in following directions and/or instructions.	p. 107
18.5	Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
18.6	Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93

VOCATIONAL EDUCATION
HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 19: The learner will maintain files/records within a health agency.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 259-260).
19.1	Analyze the nature of diseases/disorders.	pp. 75-76
19.2	Analyze environmental and/or health and safety problems that affect health maintenance/health care.	pp. 77-78
19.3	Describe the process used in diagnosing diseases/disorders.	pp. 79-80
19.4	Recognize general symptoms indicative of current major health problems.	pp. 81-82
19.5	Evaluate the harmful effects of alcohol, drugs, and tobacco.	pp. 118-119
19.6	Discuss basic therapeutic diets as a means of treating major diseases/disorders.	pp. 127-128
19.7	Discuss major groups of organisms according to size, shape, and function.	pp. 135-136
19.8	Identify direct and predisposing factors related to diseases/disorders.	pp. 137-138
19.9	Examine the body's defense against diseases/disorders through immunity.	pp. 140-141

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 19: The learner will maintain files/records within a health agency.

Objectives	Measures
19.10 Discuss the general structural plan of the human body.	pp. 144-146
19.11 Differentiate between body cavities.	p. 149
19.12 Identify body directions and/or planes.	p. 150
19.13 Analyze the structure and function of the integumentary system as they relate to the diagnosis and treatment of the major diseases/disorders associated with the system.	pp. 151-152
19.14 Analyze the structure and function of the skeletal organs as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 154-155
19.15 Analyze the structure and function of the muscular system as they relate to the diagnosis and treatment of the major diseases/disorders associated with the system.	pp. 158-159
19.16 Interpret the interdependence of the musculoskeletal system.	p. 160
19.17 Analyze the structure and function of the respiratory system as they relate to the diagnosis and treatment of major diseases/disorders associated with the system.	pp. 163-164

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 19: The learner will maintain files/records within a health agency.

Objectives	Measures
19.18 Analyze the components and characteristics of the blood as they relate to the diagnosis and treatment of the major diseases/disorders associated with the blood.	pp. 166-167
19.19 Analyze the circulation of blood through the blood vessels as it relates to the diagnosis and treatment of the major diseases and disorders of the heart and blood vessels.	pp. 168-169
19.20 Analyze the structure and function of the nervous system as they relate to diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 172-174
19.21 Differentiate between behaviors related to the sympathetic and parasympathetic nervous systems.	pp. 176-177
19.22 Analyze the structures from which the senses emanate and their functions as they rlate to the diagnosis and treatment of major diseases and disorders associated with the sensory system.	pp. 180-182
19.23 Analyze the structure and function of the digestive system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 184-186
19.24 Trace the path of food, including the digestive, metabolic, and absorption processes.	pp. 187-189

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 19: The learner will maintain files/records within a health agency.

Objectives	Measures
19.25 Analyze the structure and function of the urinary system as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 191-193
19.26 Analyze the normal and abnormal components of urine.	pp. 194-195
19.27 Analyze the structure and function of the endocrine system as they relate to the diagnosis and treatment of the major diseases and disroders associated with the system.	pp. 197-199
19.28 Relate the interdependence of all bodily functions to the endocrine system.	pp. 200-201
19.29 Analyze the structure and function of the male reporductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 203-204
19.30 Analyze the structure and function of the female reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 205-206
19.31 Explain the sequential development of the fertilized ovum from conception to birth.	pp. 207-208
19.32 Classify births using the terms "abortion," "miscarriage," and "prematurity."	pp. 209-210

Grade Level: 10-12 Page 5

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 19: The learner will maintain files/records within a health agency.

Objectives	Measures
19.33 Describe first-aid/emergency care.	pp. 214-215
19.34 Analyze infractions of health and safety regulations.	p. 217
19.35 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
19.36 Translate medical terminology into lay terms/meanings.	pp. 96-98
19.37 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
19.38 Demonstrate behaviors indicative of a health team professional.	pp. 92-93
19.39 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
19.40 Execute basic skills in following directions and/or instructions.	pp. 107

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 20: The learner will schedule appointments for patients, clients, and health team members.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 261-263).
20.1	Demonstrate observation techniques utilized in communication.	pp. 105-106
20.2	Demonstrate verbal and nonverbal communication techniques.	p. 101
20.3	Demonstrate "active listening" techniques.	p. 102
20.4	Identify communication responses according to functional and nonfunctional characteristics.	pp. 103-104
20.5	Execute basic skills in following directions and/or instructions.	p. 107
20.6	Describe the components of the helping process.	pp. 108-109
20.7	Evaluate hypothetical situations involving the helping process.	p. 110
20.8	Identify behavioral patterns in meeting personal needs.	pp. 112-113
20.9	Analyze the use of defense mechanisms as related to emotional adjustment.	pp. 114-115

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 20: The learner will schedule appointments for patients, clients, and health team members.

Objectives	Measures
20.10 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
20.11 Identify personal behavioral traits as they relate to heredity and environmental influences.	p. 111
20.12 Interpret behavioral patterns in meeting personal needs.	pp. 112-113
20.13 Analyze hypothetical behavioral patterns related to health problems and/or concerns.	pp. 120-121
20.14 Demonstrate basic coping behavioral patterns of the health team as related to health problems and/or concerns.	p. 122
20.15 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
20.16 Translate medical terminology into lay terms/meanings.	pp. 96-98
20.17 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
20.18 Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 21: The learner will complete medical/health forms and requisitions based on given information.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 264-266).
21.1	Analyze the nature of diseases/disorders.	pp. 75-76
21.2	Analyze environmental and/or health and safety problems that affect health maintenance/health care.	pp. 77-78
21.3	Describe the process used in diagnosing diseases/disorders.	pp. 79-80
21.4	Recognize general symptoms indicative of current major health problems.	pp. 81-82
21.5	Evaluate the harmful effects of alcohol, drugs, and tobacco.	pp. 118-119
21.6	Discuss basic therapeutic diets as a means of treating major diseases/disorders.	pp. 127-128
21.7	Discuss major groups of organisms according to size, shape, and function.	pp. 135-136
21.8	Identify direct and predisposing factors related to diseases/disorders.	pp. 137-138
21.9	Examine the body's defense against diseases/disorders through immunity.	pp. 140-141

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 21: The learner will complete medical/health forms and requisitions based on given information.

Objectives	Measures
21.10 Discuss the general structural plan of the human body.	pp. 144-146
21.11 Differentiate between body cavities.	p. 149
21.12 Identify body directions and/or planes.	p. 150
21.13 Analyze the structure and function of the integumentary system as they relate to the diagnosis and treatment of the major diseases/disorders associated with the system.	pp. 151-152
21.14 Analyze the structure and function of the skeletal organs as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 154-155
21.15 Analyze the structure and function of the muscular system as they relate to the diagnosis and treatment of the major diseases/disorders associated with the system.	pp. 158-159
21.16 Interpret the interdependence of the musculoskeletal system.	p. 160
21.17 Analyze the structure and function of the respiratory system as they relate to the diagnosis and treatment of major diseases/disorders associated with the system.	pp. 163-164

Grade Level: 10-12 Page 3

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 21: The learner will complete medical/health forms and requisitions based on given information.

Objectives	Measures
21.18 Analyze the components and characteristics of the blood as they relate to the diagnosis and treatment of the major diseases/disorders associated with the blood.	pp. 166-167
21.19 Analyze the circulation of blood through the blood vessels as it relates to the diagnosis and treatment of the major diseases and disorders of the heart and blood vessels.	pp. 168-169
21.20 Analyze the structure and function of the nervous system as they relate to diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 172-174
21.21 Differentiate between behaviors related to the sympathetic and parasympathetic nervous systems.	pp. 176-177
21.22 Analyze the structures from which the senses emanate and their functions as they relate to the diagnosis and treatment of major diseases and disorders associated with the sensory system.	pp. 180-182
21.23 Analyze the structure and function of the digestive system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 184-186
21.24 Trace the path of food, including the digestive, metabolic, and absorption processes.	pp. 187-189

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 21: The learner will complete medical/health forms and requisitions based on given information.

Objectives	Measures
21.25 Analyze the structure and function of the urinary system as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 191-193
21.26 Analyze the normal and abnormal components of urine.	pp. 194-195
21.27 Analyze the structure and function of the endocrine system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 197-199
21.28 Relate the interdependence of all bodily functions to the endocrine system.	pp. 200-201
21.29 Analyze the structure and function of the male reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 203-204
21.30 Analyze the structure and function of the female reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 205-206
21.31 Explain the sequential development of the fertilized ovum from conception to birth.	pp. 207-208
21.32 Classify births using the terms "abortion," "miscarriage," and "prematurity."	pp. 209-210

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 21: The learner will complete medical/health forms and requisitions based on given information.

Objectives	Measures
21.33 Describe first-aid/emergency care.	pp. 214-215
21.34 Analyze infractions of health and safety regulations.	p. 217
21.35 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
21.36 Translate medical terminology into lay terms/meanings.	pp. 96-98
21.37 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
21.38 Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93
21.39 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
21.40 Execute basic skills in following directions and/or instructions.	p. 107

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 22: The learner will maintain inventories of supplies and equipment within a health agency.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 267-269).
22.1	Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
22.2	Translate medical terminology into lay terms/meanings.	pp. 96-98
22.3	Describe the use of the apothecaries'/metric system(s) as it relates to health care/health maintenance.	pp. 99-100
22.4	Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
22.5	Execute basic skills in following directions and/or instructions.	p. 107
22.6	Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
22.7	Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 23: The learner will process invoices, statements, and accounts based on given information.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 270-275).
23.1	Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
23.2	Translate medical terminology into lay terms/meanings.	pp. 96-98
23.3	Describe the use of the apothecaries'/metric system(s) as it relates to health care/health maintenance.	pp. 99-100
23.4	Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
23.5	Execute basic skills in following directions and/or instructions.	p. 107
23.6	Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
23.7	Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93

VOCATIONAL EDUCATION
HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 24: The learner will transcribe/interpret health team members' requests/orders on the assistant level.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 276-277).
24.1	Analyze the nature of diseases/disorders.	pp. 75-76
24.2	Analyze environmental and/or health and safety problems that affect health maintenance/health care.	pp. 77-78
24.3	Describe the process used in diagnosing diseases/disorders.	pp. 79-80
24.4	Recognize general symptoms indicative of current major health problems.	pp. 81-82
24.5	Evaluate the harmful effects of alcohol, drugs, and tobacco.	pp. 118-119
24.6	Discuss basic therapeutic diets as a means of treating major diseases/disorders.	pp. 127-128
24.7	Discuss major groups of organisms according to size, shape, and function.	pp. 135-136
24.8	Identify direct and predisposing factors related to diseases/disorders.	pp. 137-138
24.9	Examine the body's defense against diseases/disorders through immunity.	pp. 140-141

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 24: The learner will transcribe/interpret health team members' requests/orders on the assistant level.

Objectives	Measures
24.10 Discuss the general structural plan of the human body.	pp. 144-146
24.11 Differentiate between body cavities.	p. 149
24.12 Identify body directions and/or planes.	p. 150
24.13 Analyze the structure and function of the integumentary system as they relate to the diagnosis and treatment of the major diseases/disorders associated with the system.	pp. 151-152
24.14 Analyze the structure and function of the skeletal organs as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 154-155
24.15 Analyze the structure and function of the muscular system as they relate to the diagnosis and treatment of the major diseases/disorders associated with the system.	pp. 158-159
24.16 Interpret the interdependence of the musculoskeletal system.	p. 160
24.17 Analyze the structure and function of the respiratory system as they relate to the diagnosis and treatment of major diseases/disorders associated with the system.	pp. 163-164

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 24: The learner will transcribe/interpret health team members' requests/orders on the assistant level.

Objectives	Measures
24.18 Analyze the components and characteristics of the blood as they relate to the diagnosis and treatment of the major diseases/disorders associated with the blood.	pp. 166-167
24.19 Analyze the circulation of blood through the blood vessels as it relates to the diagnosis and treatment of the major diseases and disorders of the heart and blood vessels.	pp. 168-169
24.20 Analyze the structure and function of the nervous system as they relate to diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 172-174
24.21 Differentiate between behaviors related to the sympathetic and parasympathetic nervous systems.	pp. 176-177
24.22 Analyze the structures from which the senses emanate and their functions as they relate to the diagnosis and treatment of major diseases and disorders associated with the sensory system.	pp. 180-182
24.23 Analyze the structure and function of the digestive system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 184-186
24.24 Trace the path of food, including the digestive, metabolic, and absorption processes.	pp. 187-189

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 24: The learner will transcribe/interpret health team members' requests/orders on the assistant level.

Objectives	Measures
24.25 Analyze the structure and function of the urinary system as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 191-193
24.26 Analyze the normal and abnormal components of urine.	pp. 194-195
24.27 Analyze the structure and function of the endocrine system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 197-199
24.28 Relate the interdependence of all bodily functions to the endocrine system.	pp. 200-201
24.29 Analyze the structure and function of the male reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 203-204
24.30 Analyze the structure and function of the female reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 205-206
24.31 Explain the sequential development of the fertilized ovum from conception to birth.	pp. 207-208
24.32 Classify births using the terms "abortion," "miscarriage," and "prematurity."	pp. 209-210

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 24: The learner will transcribe/interpret health team members' requests/orders on the assistant level.

Objectives	Measures
24.33 Describe first-aid/emergency care.	pp. 214-215
24.34 Analyze infractions of health and safety regulations.	p. 217
24.35 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
24.36 Translate medical terminology into lay terms/meanings.	pp. 96-98
24.37 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
24.38 Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93
24.39 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
24.40 Execute basic skills in following directions and/or instructions.	p. 107
24.41 Describe the use of the apothecaries'/metric system(s) as it relates to health care/ helath maintenance.	pp. 99-100

VOCATIONAL EDUCATION
HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 25: The learner will prepare working schedules for health team members based on given information.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 278-280).
25.1	Analyze the nature of diseases/disorders.	pp. 75-76
25.2	Analyze environmental and/or health and safety problems that affect health maintenance/health care.	pp. 77-78
25.3	Describe the process used in diagnosing diseases/disorders.	pp. 79-80
25.4	Recognize general symptoms indicative of current major health problems.	pp. 81-82
25.5	Evaluate the harmful effects of alcohol, drugs, and tobacco.	pp. 118-119
25.6	Discuss basic therapeutic diets as a means of treating major diseases/disorders.	pp. 127-128
25.7	Discuss major groups of organisms according to size, shape, and function.	pp. 135-136
25.8	Identify direct and predisposing factors related to diseases/disorders.	pp. 137-138
25.9	Examine the body's defense against diseases/disorders through immunity.	pp. 140-141

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 25: The learner will prepare working schedules for health team members based on given information.

Objectives	Measures
25.10 Discuss the general structural plan of the human body.	pp. 144-146
25.11 Differentiate between body cavities.	p. 149
25.12 Identify body directions and/or planes.	p. 150
25.13 Analyze the structure and function of the integumentary system as they relate to the diagnosis and treatement of the major diseases/disorders associated with the system.	pp. 151-152
25.14 Analyze the structure and function of the skeletal organs as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 154-155
25.15 Analyze the structure and function of the muscular system as they relate to the diagnosis and treatment of the major diseases/disorders associated with the system.	pp. 158-159
25.16 Interpret the interdependence of the musculoskeletal system.	p. 160
25.17 Analyze the structure and function of the respiratory system as they relate to the diagnosis and treatment of major diseases/disorders associated with the system.	pp. 163-164

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 25: The learner will prepare working schedules for health team members based on given information.

Objectives	Measures
25.18 Analyze the components and characteristics of the blood as they relate to the diagnosis and treatment of the major diseases/disorders associated with the blood.	pp. 166-167
25.19 Analyze the circulation of blood through the blood vessels as it relates to the diagnosis and treatment of the major diseases and disorders of the heart and blood vessels.	pp. 168-169
25.20 Analyze the structure and function of the nervous system as they relate to diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 172-174
25.21 Differentiate between behaviors related to the sympathetic and parasympathetic nervous systems.	pp. 176-177
25.22 Analyze the structures from which the senses emanate and their functions as they relate to the diagnosis and treatment of major diseases and disorders associated with the sensory system.	pp. 180-182
25.23 Analyze the structure and function of the digestive system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 184-186
25.24 Trace the path of food, including the digestive, metabolic, and absorption processes.	pp. 187-189

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 25: The learner will prepare working schedules for health team members based on given information.

Objectives	Measures
25.25 Analyze the structure and function of the urinary system as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 191-193
25.26 Analyze the normal and abnormal components of urine.	pp. 194-195
25.27 Analyze the structure and function of the endocrine system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 197-199
25.28 Relate the interdependence of all bodily functions to the endocrine system.	pp. 200-201
25.29 Analyze the structure and function of the male reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 203-204
25.30 Analyze the structure and function of the female reproductive system as they relate to the diagnosis and treatment of the major diseases and disorder of the system.	pp. 205-206
25.31 Explain the sequential development of the fertilized ovum from conception to birth.	pp. 207-208
25.32 Classify births using the terms "abortion," "miscarriage," and "prematurity."	pp. 209-210

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 25: The learner will prepare working schedules for health team members based on given information.

Objectives	Measures
25.33 Describe first-aid/emergency care.	pp. 214-215
25.34 Analyze infractions of health and safety regulations.	p. 217
25.35 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
25.36 Translate medical terminology into lay terms/meanings.	pp. 96-98
25.37 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
25.38 Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93
25.39 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
25.40 Execute basic skills in following directions and/or instructions.	p. 107

VOCATIONAL EDUCATION
HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 26: The learner will admit a patient/client to a health agency.

Objectives	Measures
The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 281-283).
26.1 Demonstrate verbal and nonverbal communication techniques.	p. 101
26.2 Demonstrate observation techniques as utilized in communication.	pp. 105-106
26.3 Demonstrate "active listening" techniques.	p. 102
26.4 Identify communication responses according to functional and nonfunctional characteristics.	pp. 103-104
26.5 Execute basic skills in following direction and/or instructions.	p. 107
26.6 Describe the components of the helping process.	pp. 108-109
26.7 Evaluate hypothetical situations involving the helping process.	pp. 110-111
26.8 Identify behavioral patterns in meeting personal needs.	pp. 112-113
26.9 Analyze the use of defense mechanisms as related to emotional adjustment.	pp. 114-115

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 26: The learner will admit a patient/client to a health agency.

Objectives	Measures
26.10 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
26.11 Identify personal behavioral traits as they relate to heredity and environmental influences.	p. 111
26.12 Interpret behavioral patterns in meeting personal needs.	pp. 112-113
26.13 Analyze the use of defense mechanisms as related to emotional adjustment.	pp. 114-115
26.14 Analyze hypothetical behavioral patterns related to health problems and/or concerns.	pp. 120-121
26.15 Demonstrate basic coping behavioral patterns of the health team as related to health problems and/or concerns.	p. 122
26.16 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
26.17 Translate medical terminology into lay terms/meanings.	pp. 96-98
26.18 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
26.19 Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 26: The learner will admit a patient/client to a health agency.

Objectives	Measures
26.20 Analyze the nature of diseases/disorders.	pp. 75-76
26.21 Analyze environmental and/or health and safety problems that affect health maintenance/health care.	pp. 77-78
26.22 Describe the process used in diagnosing diseases/disorders.	pp. 79-80
26.23 Recognize general symptoms indicative of current major health problems.	pp. 81-82
26.24 Evaluate the harmful effects of alcohol, drugs, and tobacco.	pp. 118-119
26.25 Discuss basic therapeutic diets as a means of treating major diseases/disorders.	pp. 127-128
26.26 Discuss major groups of organisms according to size, shape, and function.	pp. 135-136
26.27 Identify direct and predisposing factors related to diseases/disorders.	pp. 137-138
26.28 Examine the body's defense against diseases/disorders through immunity.	pp. 140-141
26.29 Discuss the general structural plan of the human body.	pp. 144-146
26.30 Differentiate between body cavities.	p. 149

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Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 26: The learner will admit a patient/client to a health agency.

Objectives	Measures
26.31 Identify body directions and/or planes.	p. 150
26.32 Analyze the structure and function of the integumentary system as they relate to the diagnosis and treatment of the major diseases/disorders associated with the system.	pp. 151-152
26.33 Analyze the structure and function of the skeletal organs as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 154-155
26.34 Analyze the structure and function of the muscular system as they relate to the diagnosis and treatment of the major diseases/disorders associated with the system.	pp. 158-159
26.35 Interpret the interdependence of the musculoskeletal system.	p. 160
26.36 Analyze the structure and function of the respiratory system as they relate to the diagnosis and treatment of major diseases/disorders associated with the system.	pp. 163-164
26.37 Analyze the components and characteristics of the blood as they relate to the diagnosis and treatment of the major diseases/disorders associated with the blood.	pp. 166-167
26.38 Analyze the circulation of blood through the blood vessels as it relates to the diagnosis and treatment of the major diseases and disorders of the heart and blood vessels.	pp. 168-169

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 26: The learner will admit a patient/client to a health agency.

Objectives	Measures
26.39 Analyze the structure and function of the nervous system as they relate to diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 172-174
26.40 Differentiate between behaviors related to the sympathetic and parasympathetic nervous systems.	pp. 176-177
26.41 Analyze the structures from which the senses emanate and their functions as they relate to the diagnosis and treatment of major diseases and disorders associated with the sensory system.	pp. 180-182
26.42 Analyze the structure and function of the digestive system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 184-186
26.43 Trace the path of food, including the digestive, metabolic, and absorption processes.	pp. 187-189
26.44 Analyze the structure and function of the urinary system as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 191-193
26.45 Analyze the normal and abnormal components of urine.	pp. 194-195

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Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 26: The learner will admit a patient/client to a health agency.

Objectives	Measures
26.46 Analyze the structure and function of the endocrine system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 197-199
26.47 Relate the interdependence of all bodily functions to the endocrine system.	pp. 200-201
26.48 Analyze the structure and function of the male reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 203-204
26.49 Analyze the structure and function of the female reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 205-206
26.50 Explain the sequential development of the fertilized ovum from conception to birth.	pp. 207-208
26.51 Classify births using the terms "abortion," "miscarriage," and "prematurity."	pp. 209-210
26.52 Describe first-aid/emergency care.	pp. 214-215
26.53 Analyze infractions of health and safety regulations.	p. 217
26.54 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 26: The learner will admit a patient/client to a health agency.

Objectives	Measures
26.55 Translate medical terminology into lay terms/meanings.	pp. 96-98
26.56 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
26.57 Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93

VOCATIONAL EDUCATION
HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 27: The learner will provide an environment within a health agency that is comfortable, clean, and safe.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 284-286).
27.1	Describe the health care delivery system as it relates to services provided in order to afford health care/health maintenance.	pp. 69-70
27.2	Interpret health agencies' functions.	pp. 88-89
27.3	Analyze environmental and/or health and safety problems that affect health maintenance.	pp. 77-78
27.4	Analyze infractions of health and safety relations.	p. 217
27.5	Analyze the nature of diseases/disorders.	pp. 75-76
27.6	Use the microscope.	pp. 133-134
27.7	Discuss the major groups of microorganisms according to size, shape, and functions.	pp. 135-136
27.8	Identify direct and predisposing factors related to diseases/disorders.	pp. 137-138
27.9	Examine the body's defense against diseases/ disorders through immunity.	pp. 140-141
27.10	Demonstrate antimicrobial controls.	pp. 142-143

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 27: The learner will provide an environment within a health agency that is comfortable, clean, and safe.

Objectives	Measures
27.11 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
27.12 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
27.13 Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93
27.14 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
27.15 Translate medical terminology into lay terms/meanings.	pp. 96-98
27.16 Describe the use of the apothecaries'/metric system(s) as it relates to health care/health maintenance.	pp. 99-100

VOCATIONAL EDUCATION
HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 28: The learner will apply medical asepsis.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 287-288).
28.1	Analyze the nature of diseases/disorders.	pp. 75-76
28.2	Describe the process used in the diagnosing of diseases/disorders.	pp. 79-80
28.3	Recognize general symptoms indicative of current major health problems.	pp. 81-82
28.4	Use the microscope.	pp. 133-134
28.5	Discuss the major groups of microorganisms according to size, shape, and function.	pp. 135-136
28.6	Identify direct and predisposing factors related to diseases/disorders.	pp. 137-138
28.7	Examine the body's defense against diseases/ disorders through immunity.	pp. 140-141
28.8	Demonstrate basic microbial controls.	pp. 142-143
28.9	Analyze the structure and function of the integumentary system as they relate to the treatment of major diseases and disorders associated with the system.	pp. 151-152

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 28: The learner will apply medical asepsis.

Objectives	Measures
28.10 Analyze the structure and function of the skeletal organs as they relate to the diagnosis and treatment of major diseases/disorders associated with the system.	pp. 154-155
28.11 Analyze the structure and function of the muscular system they relate to the diagnosis and treatment of the major diseases/disorders associated with the system.	pp. 158-159
28.12 Analyze the structure and function of the respiratory system as they relate to the diagnosis and treatment of major diseases/disorders associated with the system.	pp. 163-164
28.13 Analyze the components and characteristics of the blood as they relate to the diagnosis and treatment of the major diseases/disorders associated with the blood.	pp. 166-167
28.14 Analyze the circulation of blood through the blood vessels as it relates to the diagnosis and treatment of the major diseases and disorders of the heart and blood vessels.	pp. 168-169
28.15 Analyze the structure and function of the nervous system as they relate to diagnosis and treatment of the major diseases disorders associated with the system.	pp. 172-174
28.16 Analyze the structures from which the senses emanate and their functions as they relate to the diagnosis and treatment of major diseases and disorders associated with the sensory system.	pp. 180-182

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Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 28: The learner will apply medical asepsis.

Objectives	Measures
28.17 Analyze the structure and function of the digestive system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 184-186
28.18 Analyze the structure and function of the urinary system as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 191-193
28.19 Analyze the structure and function of the endocrine system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 197-199
28.20 Analyze the structure and function of the male reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 203-204
28.21 Analyze the structure and function of the female reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 205-206
28.22 Describe first aid/emergency care.	pp. 214-215
28.23 Use basic techniques/skills necessary to administer immediate and temporary care.	p. 216
28.24 Analyze environmental and/or health and safety problems that affect health maintenance/health care.	pp. 77-78

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 28: The learner will apply medical asepsis.

Objectives	Measures
28.25 Analyze infractions of health and safety regulations.	p. 217
28.26 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
28.27 Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93
28.28 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
28.29 Translate medical terminology into lay terms/meanings.	pp. 96-98
28.30 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
28.31 Execute basic skills in following directions and/or instructions.	pp. 107
28.32 Describe the use of the apothecaries'/metric system(s) as it relates to health care/health maintenance.	pp. 99-100

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HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 29: The learner will apply surgical asepsis.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 287-288).
29.1	Analyze the nature of diseases/disorders.	pp. 75-76
29.2	Describe the process used in the diagnosing of diseases/disorders.	pp. 79-80
29.3	Recognize general symptoms indicative of current major health problems.	pp. 81-82
29.4	Use the microscope.	pp. 133-134
29.5	Discuss the major groups of microorganisms according to size, shape, and function.	pp. 135-136
29.6	Identify direct and predisposing factors related to diseases/disorders.	pp. 137-138
29.7	Examine the body's defense against diseases/disorders through immunity.	pp. 140-141
29.8	Demonstrate basic microbial controls.	pp. 142-143
29.9	Analyze the structure and function of the integumentary system as they relate to the treatment of major diseases and disorders associated with the system.	pp. 151-152

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 29: The learner will apply surgical asepsis.

Objectives	Measures
29.10 Analyze the structure and function of the skeletal organs as they relate to the diagnosis and treatment of major diseases/ disorders associated with the system.	pp. 154-155
29.11 Analyze the structure and function of the muscular system as they relate to the diagnosis and treatment of the major diseases/ disorders associated with the system.	pp. 158-159
29.12 Analyze the structure and function of the respiratory system as they relate to the diagnosis and treatment of major diseases/ disorders associated with the system.	pp. 163-164
29.13 Analyze the components and characteristics of the blood as they relate to the diagnosis and treatment of the major diseases/disorders associated with the blood.	pp. 166-167
29.14 Analyze the circulation of blood through the blood vessels as it relates to the diagnosis and treatment of the major diseases and disorders of the heart and blood vessels.	pp. 168-169
29.15 Analyze the structure and function of the nervous system as they relate to diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 172-174
29.16 Analyze the structures from which the senses emanate and their functions as they relate to the diagnosis and treatment of major diseases and disorders associated with the sensory system.	pp. 180-182

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 29: The learner will apply surgical asepsis.

Objectives	Measures
29.17 Analyze the structure and function of the digestive system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 184-186
29.18 Analyze the structure and functions of the urinary system as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 191-193
29.19 Analyze the structure and function of the endocrine system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 197-199
29.20 Analyze the structure and function of the male reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 203-204
29.21 Analyze the structure and function of the female reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 205-206
29.22 Describe first aid/emergency care.	pp. 214-215
29.23 Use basic techniques/skills necessary to administer immediate and temporary care.	p. 216
29.24 Analyze environmental and/or health and safety problems that affect health maintenance/health care.	pp. 77-78

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 29: The learner will apply surgical asepsis.

Objectives	Measures
29.25 Analyze infractions of health and safety regulations.	p. 217
29.26 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
29.27 Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93
29.28 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
29.29 Translate medical terminology into lay terms/meanings.	pp. 96-98
29.30 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
29.31 Execute basic skills in following directions and/or instructions.	p. 107
29.32 Describe the use of the apothecaries'/metric system(s) as it relates to health care/ health maintenance.	pp. 99-100

VOCATIONAL EDUCATION
HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 30: The learner will prepare trays/packs for diagnostic and/or therapeutic purposes.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 289-294).
30.1	Analyze the nature of diseases/disorders.	pp. 75-76
30.2	Describe the process used in the diagnosing of diseases/disorders.	pp. 79-80
30.3	Use the microscope.	pp. 133-134
30.4	Discuss the major groups of microorganisms according to size, shape, and function.	pp. 135-136
30.5	Identify direct and predisposing factors related to diseases/disorders.	pp. 137-138
30.6	Examine the body's defense against diseases/disorders through immunity.	pp. 140-141
30.7	Demonstrate basic microbial controls.	pp. 142-143
30.8	Analyze environmental and/or health and safety problems that affect health maintenance/health care.	pp. 77-78
30.9	Analyze infractions of health and safety regulations.	p. 217
30.10	Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 30: The learner will prepare trays/packs for diagnostic and/or therapeutic purposes.

Objectives	Measures
30.11 Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93
30.12 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
30.13 Translate medical terminology into lay terms/meanings.	pp. 96-98
30.14 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
30.15 Execute basic skills in following directions and/or instructions.	p. 107
30.16 Describe the use of the apothecaries'/metric system(s) as it relates to health care/ health maintenance.	pp. 99-100

VOCATIONAL EDUCATION
HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 31: The learner will apply isolation technique in order to prevent cross infection from communicable diseases/disorders.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 295-297).
31.1	Demonstrate verbal and nonverbal communication.	p. 101
31.2	Demonstrate "active listening" techniques.	p. 102
31.3	Identify communication responses according to functional and nonfunctional characteristics.	pp. 103-104
31.4	Describe the components of the helping process.	pp. 108-109
31.5	Evaluate hypothetical situations involved in the helping process.	pp. 110-111
31.6	Analyze the use of defense mechanisms as related to emotional adjustment.	pp. 114-115
31.7	Identify personal behavioral traits related to health problems and/or concerns.	p. 111
31.8	Demonstrate coping behavioral patterns of the health team as related to health problems and/or concerns.	p. 122
31.9	Analyze the nature of diseases/disorders.	pp. 75-76

Grade Level: 10-12 Page 2

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 31: The learner will apply isolation techniques in order to prevent cross infection from communicable diseases/disorders.

Objectives	Measures
31.10 Describe the process used in the diagnosing of diseases/disorders.	pp. 79-80
31.11 Recognize general symptoms indicative of current major health problems.	pp. 81-82
31.12 Use the microscope.	pp. 133-134
31.13 Discuss the major groups of microorganisms according to size, shape, and function.	pp. 135-136
31.14 Identify direct and predisposing factors related to diseases/disorders.	pp. 137-138
31.15 Examine the body's defense against diseases/ disorders through immunity.	pp. 140-141
31.16 Demonstrate basic microbial controls.	pp. 142-143
31.17 Analyze the structure and function of the integumentary system as they relate to the treatment of major diseases and disorders associated with the system.	pp. 151-152
31.18 Analyze the structure and function of the skeletal organs as they relate to the diagnosis and treatment of major diseases/ disorders associated with the system.	pp. 154-155

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 31: The learner will apply isolation techniques in order to prevent cross infection from communicable diseases/disorders.

Objectives	Measures
31.19 Analyze the structure and function of the muscular system as they relate to the diagnosis and treatment of the major diseases/disorders associated with the system.	pp. 158-159
31.20 Analyze the structure and function of the respiratory system as they relate to the diagnosis and treatment of major diseases/disorders associated with the system.	pp. 163-164
31.21 Analyze the components and characteristics of the blood as they relate to the diagnosis and treatment of the major diseases/disorders associated with the blood.	pp. 166-167
31.22 Analyze the circulation of blood through the blood vessels as it relates to the diagnosis and treatment of the major diseases and disorders of the heart and blood vessels.	pp. 168-169
31.23 Analyze the structure and function of the nervous system as they relate to diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 172-174
31.24 Analyze the structures from which the senses emanate and their functions as they relate to the diagnosis and treatment of major diseases and disorders associated with the sensory system.	pp. 180-182

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 31: The learner will apply isolation techniques in order to prevent cross infection from communicable diseases/disorders.

Objectives	Measures
31.25 Analyze the structure and function of the digestive system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 184-186
31.26 Analyze the structure and function of the urinary system as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 191-193
31.27 Analyze the structure and function of the endocrine system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 197-199
31.28 Analyze the structure and function of the male reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 203-204
31.29 Analyze the structure and function of the female reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 205-206
31.30 Describe first aid/emergency care.	pp. 214-215
31.31 Use basic techniques/skills necessary to administer immediate and temporary care.	p. 216

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 31: The learner will apply isolation techniques in order to prevent cross infection from communicable diseases/disorders.

Objectives	Measures
31.32 Analyze environmental and/or health and safety problems that affect health maintenance/health care.	pp. 77-78
31.33 Analyze infractions of health and safety regulations.	p. 217
31.34 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
31.35 Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93
31.36 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
31.37 Translate medical terminology into lay terms/meanings.	pp. 96-98
31.38 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
31.39 Execute basic skills in following directions and/or instructions.	p. 107
31.40 Describe the use of the apothecaries'/metric system(s) as it relates to health care/ health maintenance.	pp. 99-100

VOCATIONAL EDUCATION
HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 32: The learner will apply transportation measures using the wheelchair, stretcher, hydraulic lift, and emergency devices.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 298-299).
32.1	Demonstrate verbal and nonverbal communication.	p. 101
32.2	Demonstrate "active listening" techniques.	p. 102
32.3	Identify communication responses according to functional and nonfunctional characteristics.	pp. 103-104
32.4	Describe the components of the helping process.	pp. 108-109
32.5	Evaluate hypothetical situations involved in the helping process.	pp. 110-111
32.6	Analyze the use of defense mechanisms as related to emotional adjustment.	pp. 114-115
32.7	Analyze hypothetical behavioral patterns related to health problems and/or concerns.	pp. 120-121
32.8	Demonstrate coping behavioral patterns of the health team as related to health problems and/or concerns.	p. 122
32.9	Analyze the nature of diseases/disorders.	pp. 75-76

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 32: The learner will apply transportation measures using the wheelchair, stretcher, hydraulic lift, and emergency devices.

Objectives	Measures
32.10 Describe the process used in the diagnosing of diseases/disorders.	pp. 79-80
32.11 Recognize general symptoms indicative of current major health problems.	pp. 81-82
32.12 Use the microscope.	pp. 133-134
32.13 Discuss the major groups of microorganisms according to size, shape, and function.	pp. 135-136
32.14 Identify direct and predisposing factors related to diseases/disorders.	pp. 137-138
32.15 Examine the body's defense against diseases/ disorders through immunity.	pp. 140-141
32.16 Demonstrate basic microbial controls.	pp. 142-143
32.17 Analyze the structure and function of the integumentary system as they relate to the treatment of major diseases and disorders associated with the system.	pp. 151-152
32.18 Analyze the structure and function of the skeletal organs as they relate to the disgnosis and treatment of major diseases/ disorders associated with the system.	pp. 154-155

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 32: The learner will apply transportation measures using the wheelchair, stretcher, hydraulic lift, and emergency devices.

Objectives	Measures
32.19 Analyze the structure and function of the muscular system as they relate to the diagnosis and treatment of the major diseases/ disorders associated with the system.	pp. 158-159
32.20 Analyze the structure and function of the respiratory system as they relate to the diagnosis and treatment of major diseases/ disorders associated with the system.	pp. 163-164
32.21 Analyze the components and characteristics of the blood as they relate to the diagnosis and treatment of the major disorders associated with the blood.	pp. 166-167
32.22 Analyze the circulation of blood through the blood vessels as it relates to the diagnosis and treatment of the major diseases and disorders of the heart and blood vessels.	pp. 168-169
32.23 Analyze the structure and function of the nervous system as they relate to diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 172-174
32.24 Analyze the structures from which the senses emanate and their functions as they relate to the diagnosis and treatment of major diseases and disorders associated with the sensory system.	pp. 180-182

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 32: The learner will apply transportation measures using the wheelchair, stretcher, hydraulic lift, and emergency devices.

Objectives	Measures
32.25 Analyze the structure and function of the digestive system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 184-186
32.26 Analyze the structure and function of the urinary system as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 191-193
32.27 Analyze the structure and function of the endocrine system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 197-199
32.28 Analyze the structure and function of the male reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 203-204
32.29 Analyze the structure and function of the female reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 205-206
32.30 Describe first aid/emergency care.	pp. 214-215
32.31 Use basic techniques/skills necessary to administer immediate and temporary care.	p. 216

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 32: The learner will apply transportation measures using the wheelchair, stretcher, hydraulic lift, and emergency devices.

Objectives	Measures
32.32 Analyze environmental and/or health and safety problems that affect health maintenance/health care.	pp. 77-78
32.33 Analyze infractions of health and safety regulations.	p. 217
32.34 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
32.35 Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93
32.36 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
32.37 Translate medical terminology into lay terms/meanings.	pp. 96-98
32.38 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
32.39 Execute basic skills in following directions and/or instructions.	p. 107
32.40 Describe the use of the apothecaries'/metric system(s) as it relates to health care/ health maintenance.	pp. 99-100

VOCATIONAL EDUCATION
HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 33: The learner will assess a patient/client's physical appearance.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 300-301).
33.1	Demonstrate verbal and nonverbal communication techniques.	p. 101
33.2	Demonstrate observation techniques as utilized in communication.	pp. 105-106
33.3	Demonstrate "active listening" techniques.	p. 102
33.4	Identify personal behavioral traits as they relate to heredity and environmental influences.	p. 111
33.5	Analyze the nature of diseases/disorders.	pp. 75-76
33.6	Describe the process in diagnosing diseases/ disorders.	pp. 79-80
33.7	Recognize general symptoms indicative of current major health problems.	pp. 81-82
33.8	Discuss the general structural plan of the human body.	pp. 144-146
33.9	Differentiate between the body cavities.	p. 149
33.10	Identify body directions and/or planes.	p. 150

Grade Level: 10-12 Page 2

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 33: The learner will assess a patient/client's physical appearance.

Objectives	Measures
33.11 Describe nutritive deficiencies.	pp. 125-126
33.12 Analyze the structure and function of the integumentary system as they relate to the treatment of major diseases and disorders associated with the system.	pp. 151-152
33.13 Analyze the structure and function of the respiratory system as they relate to the diagnosis and treatment of major diseases/disorders associated with the system.	pp. 163-164
33.14 Analyze the structure and function of the nervous system as they relate to diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 172-174
33.15 Differentiate between behaviors related to the sympathetic and parasympathetic nervous systems.	pp. 176-177
33.16 Demonstrate a reflex action.	p. 175
33.17 Analyze the structures from which the senses emanate and their functions as they relate to the diagnosis and treatment of major diseases and disorders associated with the sensory system.	pp. 180-182
33.18 Analyze the structure and function of the digestive system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 184-186

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 33: The learner will assess a patient/client's physical appearance.

Objectives	Measures
33.19 Analyze the structure and function of the urinary system as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 191-193
33.20 Analyze the structure and function of the endocrine system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 197-199
33.21 Relate the interdependence of all bodily functions to the endocrine system.	pp. 200-201
33.22 Analyze the structure and function of the male reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 203-204
33.23 Analyze the structure and function of the female reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 205-206
33.24 Demonstrate basic microbial controls.	pp. 142-143
33.25 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
33.26 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 33: The learner will assess a patient/client's physical appearance.

Objectives	Measures
33.27 Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93
33.28 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
33.29 Translate medical terminology into lay terms/meanings.	pp. 96-98
33.30 Execute the basic skills in following directions/instructions.	p. 107

VOCATIONAL EDUCATION
HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 34: The learner will determine/record weight, height, and visual acuity.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 302-303).
34.1	Demonstrate verbal and nonverbal communication techniques.	p. 101
34.2	Demonstrate observation techniques as utilized in communication.	pp. 105-106
34.3	Demonstrate "active listening" techniques.	p. 102
34.4	Identify personal behavioral traits as they relate to heredity and environmental influences.	p. 111
34.5	Recognize general symptoms indicative of current major health problems.	pp. 81-82
34.6	Analyze the nature of diseases/disordrs.	pp. 75-76
34.7	Describe the process in diagnosing diseases disorders.	pp. 79-80
34.8	Discuss the general structural plan of the human body.	pp. 144-146
34.9	Differentiate between the body cavities.	p. 149
34.10	Identify body directions and/or planes.	p. 150

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 34: The learner will determine/record weight, height, and visual acuity.

Objectives	Measures
34.11 Describe nutritive deficiencies.	pp. 125-126
34.12 Analyze the structure and function of the integumentary system as they relate to the treatment of major diseases and disorders associated with the system.	pp. 151-152
34.13 Analyze the structure and function of the endocrine system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 197-199
34.14 Relate the interdependence of all bodily functions to the endocrine system.	pp. 200-201
34.15 Analyze the structure and function of the digestive system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 184-186
34.16 Demonstrate antimicrobial controls.	pp. 142-143
34.17 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
34.18 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
34.19 Demonstrate behaviors indicative of health team professional ethics.	pp. 92-93

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 34: The learner will determine/record weight, height, and visual acuity.

Objectives	Measures
34.20 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
34.21 Translate medical terminology into lay terms/meanings.	pp. 96-98
34.22 Execute the basic skills in following directions/instructions.	p. 107
34.23 Describe the use of the apothecaries'/metric system(s) as it relates to health care/ health maintenance.	pp. 99-100

VOCATIONAL EDUCATION
HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 35: The learner will obtain/chart vital signs.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 304-305).
35.1	Demonstrate verbal and nonverbal communication techniques.	p. 101
35.2	Demonstrate observation techniques as utilized in communication.	pp. 105-106
35.3	Demonstrate "active listening" techniques.	p. 102
35.4	Identify personal behavioral traits as they relate to heredity and environmental influences.	p. 111
35.5	Analyze the use of defense mechanisms as related to emotional adjustment.	pp. 114-115
35.6	Analyze hypothetical behavioral patterns related to health problems and/or concerns.	pp. 120-121
35.7	Demonstrate basic coping behavioral patterns of the health team as related to health problems and/or concerns.	p. 122
35.8	Describe the process used in the diagnosing of diseases/disorders.	pp. 79-80
35.9	Recognize general symptoms indicative of current major health problems.	pp. 81-82

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 35: The learner will obtain/chart vital signs.

Objectives	Measures
35.10 Evaluate the harmful effects of alcohol, drugs, and tobacco.	pp. 118-119
35.11 Analyze the nature of diseases/disorders.	pp. 75-76
35.12 Recognize general symptoms indicative of current major health problems.	pp. 81-82
35.13 Discuss the general structural plan of the human body.	pp. 144-146
35.14 Differentiate between the body cavities.	p. 149
35.15 Identify body directions and/or planes.	p. 150
35.16 Describe nutritive deficiencies.	pp. 123-124
35.17 Demonstrate antimicrobial controls.	pp. 142-143
35.18 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
35.19 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
35.20 Demonstrate behaviors indicative of health team professional ethics.	pp. 92-93
35.21 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 35: The learner will obtain/chart vital signs.

Objectives	Measures
35.22 Translate medical terminology into lay terms/meanings.	pp. 96-98
35.23 Execute the basic skills in following directions/instructions.	p. 107
35.24 Describe the use of the apothecaries'/metric system(s) as it relates to health care/health maintenance.	pp. 99-100

VOCATIONAL EDUCATION
HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12   Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 36: The learner will position/align body parts.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 306-308).
36.1	Demonstrate verbal and nonverbal communication techniques.	p. 101
36.2	Demonstrate observation techniques as utilized in communication.	pp. 105-106
36.3	Demonstrate "active listening" techniques.	p. 102
36.4	Identify personal behavioral traits as they relate to heredity and environmental influences.	p. 111
36.5	Analyze the nature of diseases/disorders.	pp. 75-76
36.6	Describe the process used in the diagnosing of diseases/disorders.	pp. 79-80
36.7	Recognize general symptoms indicative of current major health problems.	pp. 81-82
36.8	Discuss the general structural plan of the human body.	pp. 144-146
36.9	Differentiate between the body cavities.	p. 149
36.10	Identify body directions and/or planes.	p. 150

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 36: The learner will position/align body parts.

Objectives	Measures
36.11 Describe nutritive deficiencies.	p. 125-126
36.12 Analyze the structure and function of the integumentary system as they relate to the treatment of major diseases and disorders associated with the system.	pp. 151-152
36.13 Analyze the structure and function of the respiratory system as they relate to the diagnosis and treatment of major diseases/disorders associated with the system.	pp. 163-164
36.14 Analyze the structure and function of the nervous system as they relate to diagnosis and treatment of the major diseases and disorders associated with they system.	pp. 172-174
36.15 Differentiate between behaviors related to the sympathetic and parasympathetic nervous systems.	pp. 176-177
36.16 Demonstrate a reflex action.	p. 175
36.17 Analyze the structures from which the senses emanate and their functions as they relate to the diagnosis and treatment of major diseases and disorders associated with the sensory system.	pp. 180-182
36.18 Analyze the structure and function of the digestive system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 184-186

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 36: The learner will position/align body parts.

Objectives	Measures
36.19 Analyze the structure and function of the urinary system as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 191-193
36.20 Analyze the structure and function of the endocrine system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 197-199
36.21 Relate the interdependence of all bodily functions to the endocrine system.	pp. 200-201
36.22 Analyze the structure and function of the male reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 203-204
36.23 Analyze the structure and function of the female reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 205-206
36.24 Demonstrate basic microbial controls.	pp. 142-143
36.25 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
36.26 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
36.27 Demonstrate behaviors indicative of health team professional ethics.	pp. 92-93

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 36: The learner will position/align body parts.

Objectives	Measures
36.28 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
36.29 Translate medical terminology into lay terms/meanings.	pp. 96-98
36.30 Execute the basic skills in following directions/instructions.	p. 107

VOCATIONAL EDUCATION
HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 37: The learner will handle specimens, cultures, and smears.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 309-311).
37.1	Demonstrate verbal and nonverbal communication techniques.	p. 101
37.2	Demonstrate observation techniques as utilized in communication.	pp. 105-106
37.3	Demonstrate "active listening" techniques.	p. 102
37.4	Analyze the nature of diseases/disorders.	pp. 75-76
37.5	Describe the process used in the diagnosing of diseases/disorders.	pp. 79-80
37.6	Recognize general symptoms indicative of current major health problems.	pp. 81-82
37.7	Discuss the major groups of microorganisms according to size, shape, and function.	pp. 135-136
37.8	Identify direct and predisposing factors related to diseases/disorders.	pp. 137-138
37.9	Examine the body's defense against diseases/ disorders through immunity.	pp. 140-141
37.10	Demonstrate basic microbial controls.	pp. 142-143

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 37: The learner will handle specimens, cultures, and smears.

Objectives	Measures
37.11 Discuss the general structural plan of the human body.	pp. 135-136
37.12 Analyze the cells, tissues, and organs as related to the body systems.	pp. 147-148
37.13 Identify body directions and/or planes.	p. 150
37.14 Analyze the structure and function of the integumentary system as they relate to the treatment of major diseases and disorders associated with the system.	pp. 151-152
37.15 Analyze the structure and function of the respiratory system as they relate to the diagnosis and treatment of major diseases/disorders associated with the system.	pp. 163-164
37.16 Analyze the components and characteristics of the blood as they relate to the diagnosis and treatment of the major diseases and disorders associated with the blood.	pp. 166-167
37.17 Analyze the circulation of blood through the blood vessels as it relates to the diagnosis and treatment of major diseases and disorders of the heart and blood vessels.	pp. 168-169
37.18 Analyze the structure and function of the nervous system as they relate to diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 172-174

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 37: The learner will handle specimens, cultures, and smears.

Objectives	Measures
37.19 Analyze the structures from which the senses emanate and their functions as they relate to the diagnosis and treatment of major diseases and disorders associated with the sensory system.	pp. 180-182
37.20 Analyze the structure and function of the digestive system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 184-186
37.21 Trace the path of food, including the digestive, metabolic, and absorption processes.	pp. 187-189
37.22 Analyze the structure and function of the urinary system as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 191-192
37.23 Analyze the normal and abnormal components of urine.	pp. 194-195
37.24 Analyze the structure and function of the endocrine system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 197-199
37.25 Analyze the structure and function of the male reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 203-204

Grade Level: 10-12 Page 4

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 37: The learner will handle specimens, cultures, and smears.

Objectives	Measures
37.26 Analyze the structure and function of the female reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 205-206
37.27 Classify births using the terms "abortion," "miscarriage", and "permaturity."	pp. 209-210
37.28 Use the microscope.	pp. 133-134
37.29 Demonstrate basic microbial conrols.	pp. 142-143
37.30 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
37.31 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
37.32 Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93
37.33 Apply basic fundamentals in interpreting medical veracular.	pp. 66-67
37.34 Translate medical terminology into lay terms/meanings.	pp. 96-98
37.35 Execute the basic skills in following directions/instructions.	p. 107

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 37: The learner will handle specimens, cultures, and smears.

Objectives	Measures
37.36 Describe the use of the apothecaries'/metric system(s) as it relates to health care/health maintenance.	pp. 99-100

VOCATIONAL EDUCATION
HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 38: The learner will compute/describe liquids and solids.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 312-313).
38.1	Describe the use of the apothecaries'/metric system(s) as it relates to health care/ helath maintenance.	pp. 99-100
38.2	Demonstrate observation techniques as utilized in communication.	pp. 105-106
38.3	Analyze the nature of diseases/disorders.	pp. 75-76
38.4	Describe the process used in the diagnosing of diseases/disorders.	pp. 79-80
38.5	Identify direct and predisposing factors related to diseases/disorders.	pp. 137-138
38.6	Demonstrate basic microbial controls.	pp. 142-143
38.7	Use the microscope.	pp. 133-134
38.8	Analyze the structure and function of the integumentary system as they relate to the treatment of major diseases and disorders associated with the system.	pp. 151-152
38.9	Analyze the structure and function of the respiratory system as they relate to the diagnosis and treatment of major diseases/ disorders associated with the system.	pp. 163-164

Grade Level: 10-12 Page 2

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 38: The learner will compute/describe liquids and solids.

Objectives	Measures
38.10 Analyze the components and characteristics of the blood as they relate to the diagnosis and treatment of the major diseases and disorders associated with the blood.	pp. 166-167
38.11 Analyze the circulation of blood through the blood vessels as it relates to the diagnosis and treatment of major diseases and disorders of the heart and blood vessels.	pp. 168-169
38.12 Analyze the structure and function of the nervous system as they relate to diagnosis and treatment of the major diseases/disorders associated with the system.	pp. 172-174
38.13 Analyze the structures from which the senses emanate and their functions as they relate to the diagnosis and treatment of major diseases/disorders associated with the sensory system.	pp. 180-182
38.14 Analyze the structure and function of the digestive system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 184-186
38.15 Discuss basic therapeutic diets as a means of treating major diseases/disorders.	pp. 127-128
38.16 Trace the path of food, including the digestive, metabolic, and absorption processes.	pp. 187-188

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 38: The learner will compute/describe liquids and solids.

Objectives	Measures
38.17 Analyze the structure and function of the urinary system as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 191-192
38.18 Analyze the normal and abnormal components of urine.	pp. 194-195
38.19 Analyze the structure and function of the endocrine system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 197-199
38.20 Analyze the structure and function of the male reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 203-204
38.21 Analyze the structure and function of the female reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 205-206
38.22 Classify births using the terms "abortion," "miscarriage," and "prematurity."	pp. 209-210
38.23 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
38.24 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 38: The learner will compute/describe liquids and solids.

Objectives	Measures
38.25 Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93
38.26 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
38.27 Translate medical terminology into lay terms/meanings.	pp. 96-98
38.28 Execute the basic skills in following directions/instructions.	p. 107

VOCATIONAL EDUCATION
HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 39: The learner will assist in applying and removing dressings/ bandages.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 314-315).
39.1	Demonstrate verbal and nonverbal communication techniques.	p. 101
39.2	Demonstrate observation techniques as utilized in communication.	pp. 105-106
39.3	Demonstrate "active listening" techniques.	p. 102
39.4	Identify personal behavioral traits as they relate to heredity and environmental influences.	p. 111
39.5	Analyze the nature of diseases/disorders.	pp. 75-76
39.6	Describe the process in diagnosing diseases/disorders.	pp. 79-80
39.7	Recognize general symptoms indicative of current major health problems.	pp. 81-82
39.8	Discuss the major groups of microorganisms according to size, shape, and function.	pp. 135-136
39.9	Identify direct and predisposing factors related to diseases/disorders.	pp. 137-138

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 39: The learner will assist in applying and removing dressings/ bandages.

Objectives	Measures
39.10 Examine the body's defense against diseases/disorders through immunity.	pp. 140-141
39.11 Demonstrate basic microbial controls.	pp. 142-143
39.12 Discuss the general structural plan of the human body.	pp. 144-146
39.13 Differentiate between the body cavities.	p. 149
39.14 Identify body directions and/or planes.	p. 150
39.15 Describe nutritive deficiencies.	pp. 125-126
39.16 Analyze the structure and function of the integumentary system as they relate to the treatment of major diseases and disorders associated with the system.	pp. 151-152
39.17 Analyze the structure and function of the respiratory system as they relate to the diagnosis and treatment of major diseases/ disorders associated with the system.	pp. 163-164
39.18 Analyze the structure and function of the nervous system as they relate to diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 172-174
39.19 Differentiate between behaviors related to the sympathetic and parasympathetic nervous systems.	pp. 176-177

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 39: The learner will assist in applying and removing dressings/bandages.

Objectives	Measures
39.20 Demonstrate a reflex action.	p. 175
39.21 Analyze the structures from which the senses emanate and their functions as they relate to the diagnosis and treatment of major diseases and disorders associated with the sensory system.	pp. 180-182
39.22 Analyze the structure and function of the digestive system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 184-186
39.23 Analyze the structure and function of the urinary system as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 191-193
39.24 Analyze the structure and function of the endocrine system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 197-199
39.25 Relate the interdependence of all bodily functions to the endocrine system.	pp. 200-201
39.26 Analyze the structure and function of the male reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 203-204

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 39: The learner will assist in applying and removing dressings/bandages.

Objectives	Measures
39.27 Analyze the structure and function of the female reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 205-206
39.28 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
39.29 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
39.30 Demonstrate behaviors indicative of health team professional ethics.	pp. 92-93
39.31 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
39.32 Translate medical terminology into lay terms/meanings.	pp. 96-98
39.33 Execute the basic skills in following directions/instructions.	p. 107
39.34 Describe the use of the apothecaries'/metric system(s) at it relates to health care and health maintenance.	pp. 99-100

VOCATIONAL EDUCATION
HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 40: The learner will assist in applying heat and cold.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 316-317).
40.1	Demonstrate verbal and nonverbal communication techniques.	p. 101
40.2	Demonstrate observation techniques as utilized in communication.	pp. 105-106
40.3	Demonstrate "active listening" techniques.	p. 102
40.4	Identify personal behavioral traits as they relate to heredity and environmental influences.	p. 111
40.5	Analyze the nature of diseases/disorders.	pp. 75-76
40.6	Describe the process in diagnosing diseases disorders.	pp. 79-80
40.7	Recognize general symptoms indicative of current major health problems.	pp. 81-82
40.8	Discuss the general structural plan of the human body.	pp. 144-146
40.9	Differentiate between the body cavities.	p. 149
40.10	Identify body directions and/or planes.	p. 150

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 40: The learner will assist in applying heat and cold.

Objectives	Measures
40.11 Describe nutritive deficiencies.	pp. 125-126
40.12 Analyze the structure and function of the integumentary system as they relate to the treatment of major diseases and disorders associated with the system.	pp. 151-152
40.13 Analyze the structure and function of the respiratory system as they relate to the diagnosis and treatment of major diseases/ disorders associated with the system.	pp. 163-164
40.14 Analyze the structure and function of the nervous system as they relate to diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 172-174
40.15 Differentiate between behaviors related to the sympathetic and parasympathetic nervous systems.	pp. 176-177
40.16 Demonstrate a reflex action.	p. 175
40.17 Analyze the structures from which the senses emanate and their functions as they relate to the diagnosis and treatment of major diseases and disorders associated with the sensory system.	pp. 180-182
40.18 Analyze the structure and function of the digestive system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 184-186

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 40: The learner will assist in applying heat and cold.

Objectives	Measures
40.19 Analyze the structure and function of the urinary system as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 191-193
40.20 Analyze the structure and function of the endocrine system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 197-199
40.21 Relate the interdependence of all bodily functions to the endocrine system.	pp. 200-201
40.22 Analyze the structure and function of the male reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 203-204
40.23 Analyze the structure and function of the female reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 205-206
40.24 Demonstrate basic microbial controls.	pp. 142-143
40.25 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
40.26 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
40.27 Demonstrate behaviors indicative of health team professional ethics.	pp. 92-93

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 40: The learner will assist in applying heat and cold.

Objectives	Measures
40.28 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
40.29 Translate medical terminology into lay terms/meanings.	pp. 96-98
40.30 Execute the basic skills in following directions/instructions.	p. 107
40.31 Describe the use of the apothecaries'/metric system(s) as it relates to health care and health maintenance.	pp. 99-100

VOCATIONAL EDUCATION
HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 41: The learner will assist in administering therapeutic agents.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 318-320).
41.1	Demonstrate verbal and nonverbal communication techniques.	p. 101
41.2	Demonstrate observation techniques as utilized in communication.	pp. 105-106
41.3	Demonstrate "active listening" techniques.	p. 102
41.4	Analyze the nature of diseases/disorders.	pp. 75-76
41.5	Describe the process used in the diagnosing of diseases/disorders.	pp. 79-80
41.6	Recognize general symptoms indicative of current major health problems.	pp. 81-82
41.7	Discuss the major groups of microorganisms according to size, shape, and function.	pp. 135-136
41.8	Identify direct and predisposing factors related to diseases/disorders.	pp. 137-138
41.9	Examine the body's defense against diseases/disorders through immunity.	pp. 140-141
41.10	Demonstrate basic microbial controls.	pp. 142-143

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 41: The learner will assist in administering therapeutic agents.

Objectives	Measures
41.11 Discuss the general structural plan of the human body.	pp. 144-146
41.12 Analyze the cells, tissues, and organs as related to the body systems.	pp. 147-149
41.13 Identify body directions and/or planes.	p. 150
41.14 Analyze the structure and function of the integumentary system as they relate to the treatment of major diseases and disorders associated with the system.	pp. 151-152
41.15 Analyze the structure and function of the respiratory system as they relate to the diagnosis and treatment of major diseases/disorders associated with the system.	pp. 163-164
41.16 Analyze the components and characteristics of the blood as they relate to the diagnosis and treatment of the major diseases and disorders associated with the blood.	pp. 166-167
41.17 Analyze the circulation of blood through the blood vessels as it relates to the diagnosis and treatment of the major diseases and disorders of the heart and blood vessels.	pp. 168-169
41.18 Analyze the structure and function of the nervous system as they relate to diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 172-174

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 41: The learner will assist in administering therapeutic agents.

Objectives	Measures
41.19 Analyze the structures from which the senses emanate and their functions as they relate to the diagnosis and treatment of major diseases and disorders associated with the sensory system.	pp. 180-182
41.20 Analyze the structure and function of the digestive system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 184-186
41.21 Trace the path of food, including the digestive, metabolic, and absorption processes.	pp. 187-189
41.22 Analyze the structure and function of the urinary system as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 191-192
41.23 Analyze the normal and abnormal components of urine.	pp. 194-195
41.24 Analyze the structure and function of the endocrine system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 197-199
41.25 Analyze the structure and function of the male reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 203-204

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 41: The learner will assist in administering therapeutic agents.

Objectives	Measures
41.26 Analyze the structure and function of the female reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 205-206
41.27 Classify births using the terms "abortion," "miscarriage," and "prematurity."	pp. 209-210
41.28 Use the microscope.	pp. 133-134
41.29 Demonstrate basic microbial controls.	pp. 142-143
41.30 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
41.31 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
41.32 Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93
41.33 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
41.34 Translate medical terminology into lay terms/meanings.	pp. 96-98
41.35 Execute the basic skills in following directions/instructions.	p. 107

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 41: The learner will assist in administering therapeutic agents.

Objectives	Measures
41.36 Describe the use of the apothecaries'/metric system(s) as it relates to health care/ health maintenance.	pp. 99-100

VOCATIONAL EDUCATION
HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 42: The learner will assist in administering hygienic care.

Objectives	Measures
The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 321-322).
42.1 Demonstrate verbal and nonverbal communication.	p. 101
42.2 Demonstrate "active listening" techniques.	p. 102
42.3 Identify communication responses according to functional and nonfunctional characteristics.	pp. 103-104
42.4 Describe the components of the helping process.	pp. 108-109
42.5 Evaluate hypothetical situations involved in the helping process.	p. 110
42.6 Analyze the use of defense mechanisms as related to emotional adjustment.	pp. 114-115
42.7 Identify personal behavioral traits related to health problems and/or concerns.	p. 111
42.8 Demonstrate coping behavioral patterns of the health team as related to health problems and/or concerns.	p. 122
42.9 Analyze the nature of diseases/disorders.	pp. 75-76
42.10 Describe the process used in the diagnosing of diseases/disorders.	pp. 79-80

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 42: The learner will assist in administering hygienic care.

Objectives	Measures
42.11 Recognize general symptoms indicative of of current major health problems.	pp. 81-82
42.12 Discuss the major groups of microorganisms according to size, shape, and function.	pp. 135-136
42.13 Identify direct and predisposing factors related to diseases/disorders.	pp. 137-138
42.14 Examine the body's defense against diseases/disorders through immunity.	pp. 140-141
42.15 Demonstrate basic microbial control.	pp. 142-143
42.16 Discuss the general structural plan of the human body.	pp. 144-146
42.17 Analyze the cells, tissues, and organs as related to the body systems.	pp. 147-148
42.18 Differentiate between the body cavities.	p. 149
42.19 Identify body directions and/or planes.	p. 150
42.20 Analyze the structure and function of the integumentary system as they relate to the treatment of major diseases and disorders associated with the system.	pp. 151-152

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 42: The learner will assist in administering hygienic care.

Objectives	Measures
42.21 Analyze the structure and function of skeletal organs as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 154-155
42.22 Analyze the structure and function of the muscular system as they relate to the diagnosis and treatment of the major diseases/disorders associated with the system.	pp. 158-159
42.23 Interpret the interdependence of the musculoskeletal systems.	pp. 160-161
42.24 Analyze the structure and function of the respiratory system as they relate to the diagnosis and treatment of major diseases/disorders associated with the system.	pp. 163-164
42.25 Analyze the components and characteristics of the blood as they relate to the diagnosis and treatment of the major diseases/disorders associated with the blood.	pp. 166-167
42.26 Analyze the circulation of blood through the blood vessels as it relates to the diagnosis and treatment of the major diseases and disorders of the heart and blood vessels.	pp. 168-169
42.27 Analyze the structure and function of the nervous system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 172-174

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 42: The learner will assist in administering hygienic care.

Objectives	Measures
42.28 Demonstrate a reflex action.	p. 175
42.29 Differentiate between behaviors related to the sympathetic and parasympathetic nervous systems.	pp. 176-177
42.30 Analyze the structures from which the senses emanate and their functions as they relate to the diagnosis and treatment of major diseases and disorders associated with the sensory system.	pp. 180-182
42.31 Analyze the structure and function of the digestive system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 184-186
42.32 Analyze the structure and function of the urinary system as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 191-193
42.33 Analyze the normal and abnormal components of urine.	pp. 194-195
42.34 Analyze the structure and function of the male reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 203-204
42.35 Analyze the structure and function of the female reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 205-206

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 42: The learner will assist in administering hygienic care.

Objectives	Measures
42.36 Use the microscope.	pp. 133-134
42.37 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
42.38 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
42.39 Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93
42.40 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67
42.42 Translate medical terminology into lay terms/meanings.	pp. 96-98
42.43 Execute the basic skills in following directions/instructions.	p. 107
42.44 Describe the use of the apothecaries'/metric system(s) as it relates to health care/ health maintenance.	pp. 99-100

VOCATIONAL EDUCATION
HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 43: The learner will assist in administering therapeutic diets/supplements.

Objectives	Measures
The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 323-324).
43.1 Demonstrate verbal and nonverbal communication techniques.	p. 101
43.2 Demonstrate observation techniques as utilized in communication.	pp. 105-106
43.3 Demonstrate "active listening" techniques.	p. 102
43.4 Identify personal behavioral traits as they relate to heredity and environmental influences.	p. 111
43.5 Analyze the nature of diseases/disorders.	pp. 75-76
43.6 Describe the process in diagnosing diseases/disorders.	pp. 79-80
43.7 Recognize general symptoms indicative of current major health problems.	pp. 81-82
43.8 Discuss the general structural plan of the human body.	pp. 144-146
43.9 Differentiate between the body cavities.	p. 149
43.10 Identify body directions and/or planes.	p. 150

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 43: The learner will assist in administering therapeutic diets/ supplements.

Objectives	Measures
43.11 Describe nutritive deficiencies.	pp. 125-126
43.12 Identify direct and predisposing factors related to diseases/disorders.	pp. 137-138
43.13 Demonstrate basic microbial controls.	pp. 142-143
43.14 Analyze the cells, tissues, and organs as related to the body system.	pp. 147-148
43.15 Analyze the structure and function of the integumentary system as they relate to the treatment of major diseases and disorders associated with the system.	pp. 151-152
43.16 Analyze the structure and function of skeletal organs as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 154-155
43.17 Analyze the structure and function of the muscular system as they relate to the diagnosis and treatment of the major diseases/disorders associated with the system.	pp. 158-159
43.18 Interpret the interdependence of the musculosketal systems.	pp. 160-161
43.19 Analyze the structure and function of the respiratory system as they relate to the diagnosis and treatment of major diseases/ disorders associated with the system.	pp. 163-164

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 43: The learner will assist in administering therapeutic diets/supplements.

Objectives	Measures
43.20 Analyze the components and characteristics of the blood as they relate to the diagnosis and treatment of the major diseases/disorders associated with the blood.	pp. 166-167
43.21 Analyze the circulation of blood through the blood vessels as it relates to the diagnosis and treatment of the major diseases and disorders of the heart and blood vessels.	pp. 168-169
43.22 Analyze the structure and function of the nervous system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 172-174
43.23 Demonstrate a reflex action.	p. 175
43.24 Differentiate between behaviors related to the sympathetic and parasympathetic.	pp. 176-177
43.25 Analyze the structures from which the senses emanate and their functions as they relate to the diagnosis and treatment of major diseases and disorders associated with the sensory system.	pp. 180-182
43.26 Analyze the structure and function of the digestive system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 184-185

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 43: The learner will assist in administering therapeutic diets/supplements.

Objectives	Measures
43.27 Analyze the structure and function of the urinary system as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 191-193
43.28 Analyze the normal and abnormal components of urine.	pp. 194-195
43.29 Analyze the structure and function of the male reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 203-204
43.30 Analyze the structure and function of the female reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 205-206
43.31 Use the microscope.	pp. 133-134
43.32 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
43.33 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
43.34 Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93
43.35 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 43: The learner will assist in administering therapeutic diets/ supplements.

Objectives	Measures
43.36 Translate medical terminology into lay terms/meanings.	pp. 96-98
43.37 Execute the basic skills in following directions/instructions.	p. 107
43.38 Describe the use of the apothecaries'/metric system(s) as it relates to health care/ health maintenance.	pp. 99-100

VOCATIONAL EDUCATION
HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 44: The learner will assist in administering active/passive exercises.

Objectives	Measures
The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 325-326).
44.1 Demonstrate verbal and nonverbal communication techniques.	p. 101
44.2 Demonstrate observation techniques as utilized in communication.	pp. 105-106
44.3 Demonstrate "active listening" techniques.	p. 102
44.4 Identify personal behavioral traits as they relate to heredity and environmental influences.	p. 111
44.5 Analyze the nature of diseases/disorders.	pp. 75-76
44.6 Describe the process in diagnosing diseases/disorders.	pp. 79-80
44.7 Recognize general symptoms indicative of current major health problems.	pp. 81-82
44.8 Discuss the general structural plan of the human body.	pp. 144-146
44.9 Differentiate between the body cavities.	p. 149
44.10 Identify body directions and/or planes.	p. 150

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 44: The learner will assist in administering active/passive exercises.

Objectives	Measures
44.11 Describe nutritive deficiencies.	pp. 125-126
44.12 Identify direct and predisposing factors related to diseases/disorders.	pp. 137-138
44.13 Demonstrate basic microbial controls.	pp. 142-143
44.14 Analyze the cells, tissues, and organs as related to the body systems.	pp. 147-148
44.15 Analyze the structure and function of the integumentary system as they relate to the treatment of major diseases and disorders associated with the system.	pp. 151-152
44.16 Analyze the structure and function of skeletal organs as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 154-155
44.17 Analyze the structure and function of the muscular system as they relate to the diagnosis and treatment of the major diseases/disorders associated with the system.	pp. 158-159
44.18 Interpret the interdependence of the musculoskeletal systems.	pp. 160-161
44.19 Analyze the structure and function of the respiratory system as they relate to the diagnosis and treatment of major diseases/disorders associated with the system.	pp. 163-164

Grade Level: 10-12 Page 3

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 44: The learner will assist in administering active/passive exercises.

Objectives	Measures
44.20 Analyze the components and characteristics of the blood as they relate to the diagnosis and treatment of the major diseases/disorders associated with the blood.	pp. 166-167
44.21 Analyze the circulation of blood through the blood vessels as it relates to the diagnosis and treatment of the major diseases and disorders of the heart and blood vessels.	pp. 168-169
44.22 Analyze the structure and function of the nervous system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 172-174
44.23 Demonstrate a reflex action.	p. 175
44.24 Differentiate between behaviors related to the sympathetic and parasympathetic nervous system.	pp. 176-177
44.25 Analyze the structures from which the senses emanate and their functions as they relate to the diagnosis and treatment of major diseases and disorders associated with the sensory system.	pp. 180-182
44.26 Analyze the structure and function of the digestive system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 184-185

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 44: The learner will assist in administering active/passive exercises.

Objectives	Measures
44.27 Analyze the structure and function of the urinary system as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 191-193
44.28 Analyze the normal and abnormal components of urine.	pp. 194-195
44.29 Analyze the structure and function of the male reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 203-204
44.30 Analyze the structure and function of the female reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 205-206
44.31 Use the microscope.	pp. 133-134
44.32 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
44.33 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
44.34 Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93
44.35 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 44: The learner will assist in administering active/passive exercises.

Objectives	Measures
44.36 Translate medical terminology into lay terms/meanings.	pp. 96-98
44.37 Execute the basic skills in following directions/instructions.	p. 107
44.38 Describe the use of the apothecaries'/metric system(s) as it relates to health care/ health maintenance.	pp. 99-100

VOCATIONAL EDUCATION
HEALTH OCCUPATIONS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 45: The learner will assist in ambulation with, and without the use of devices.

	Objectives	Measures
	The following objectives build toward attaining the competency goal.	Refer to VEC-HOE-C/TIB 7932 (Goal Evaluation pp. 327-329).
45.1	Demonstrate verbal and nonverbal communication techniques.	p. 101
45.2	Demonstrate observation techniques as utilized in communication.	pp. 105-106
45.3	Demonstrate "active listening" techniques.	p. 102
45.4	Identify the heredity and environmental influences.	p. 111
45.5	Analyze the nature of diseases/disorders.	pp. 75-76
45.6	Describe the process in diagnosing diseases/disorders.	pp. 79-80
45.7	Recognize general symptoms indicative of current major health problems.	pp. 81-82
45.8	Discuss the general structural plan of the human body.	pp. 144-146
45.9	Differentiate between the body cavities.	p. 149
45.10	Identify body directions and/or planes.	p. 150

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 45: The learner will assist in ambulation with, and without the use of devices.

Objectives	Measures
45.11 Describe nutritive deficiencies.	pp. 125-126
45.12 Identify direct and predisposing factors related to diseases/disorders.	pp. 137-138
45.13 Demonstrate antimicrobial controls.	pp. 142-143
45.14 Analyze the cells, tissues, and organs as related to the body systems.	pp. 147-148
45.15 Analyze the structure and function of the integumentary system as they relate to the treatment of major diseases and disorders associated with the system.	pp. 151-152
45.16 Analyze the structure and function of skeletal organs as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 154-155
45.17 Analyze the structure and function of the muscular system as they relate to the diagnosis and treatment of the major diseases/disorders associated with the system.	pp. 158-159
45.18 Interpret the interdependence of the musculoskeletal systems.	pp. 160-161
45.19 Analyze the structure and function of the respiratory system as they relate to the diagnosis and treatment of major diseases/ disorders associated with the system.	pp. 163-164

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 45: The learner will assist in ambulation with, and without the use of devices.

Objectives	Measures
45.20 Analyze the components and characteristics of the blood as they relate to the diagnosis and treatment of the major diseases/disorders associated with the blood.	pp. 166-167
45.21 Analyze the circulation of blood through the blood vessels as it relates to the diagnosis and treatment of the major diseases and disorders of the heart and blood vessels.	pp. 168-169
45.22 Analyze the structure and function of the nervous system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 172-174
45.23 Demonstrate a reflex action.	p. 175
45.24 Differentiate between behaviors related to the sympathetic and parasympathetic nervous systems.	pp. 176-177
45.25 Analyze the structures from which the senses emanate and their functions as they relate to the diagnosis and treatment of major diseases and disorders associated with the sensory system.	pp. 180-182
45.26 Analyze the structure and function of the digestive system as they relate to the diagnosis and treatment of the major diseases and disorders associated with the system.	pp. 184-185

Grade Level: 10-12

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 45: The learner will assist in ambulation with, and without the use of devices.

Objectives	Measures
45.27 Analyze the structure and function of the urinary system as they relate to the diagnosis and treatment of major diseases and disorders associated with the system.	pp. 191-193
45.28 Analyze the normal and abnormal components of urine.	pp. 194-195
45.29 Analyze the structure and function of the male reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 203-204
45.30 Analyze the structure and function of the female reproductive system as they relate to the diagnosis and treatment of the major diseases and disorders of the system.	pp. 205-206
45.31 Use the microscope.	pp. 133-134
45.32 Identify alternatives to resolving problems using the problem-solving process.	pp. 116-117
45.33 Explain the basic ethical and legal responsibilities of health team members.	pp. 73-74
45.34 Demonstrate behaviors indicative of health team professional ethics and legal responsibilities.	pp. 92-93
45.35 Apply basic fundamentals in interpreting medical vernacular.	pp. 66-67

Skills/Subject Area: Health Occupations Education

COMPETENCY GOAL 45: The learner will assist in ambulation with, and without the use of devices.

Objectives	Measures
45.36 Translate medical terminology into lay terms/meanings.	pp. 96-98
45.37 Execute the basic skills in following directions/instructions.	p. 107
45.38 Describe the use of the apothercaries'/metric system(s) as it relates to health care/ health maintenance.	pp. 99-100

APPENDICES

APPENDIX A

House Bill 1567*

A BILL TO BE ENTITLED AN ACT TO ENACT THE ELEMENTARY AND SECONDARY SCHOOL REFORM ACT OF 1984.

The General Assembly of North Carolina enacts:

Section 1. This act may be referred to as the "Elementary and Secondary School Reform Act of 1984."

Section 2. G.S. 115C-81(a) is amended by deleting the first paragraph and substituting the following:

"Standard Course of Study. It is the policy of the State of North Carolina to insure a quality education to every child residing in North Carolina. To this end, the General Assembly directs the State Board of Education to develop a standard course of study to be offered to every child in North Carolina public schools and to submit the proposed standard course of study to the General Assembly by October 15, 1984.

The standard course of study shall reflect a rigorous academic course of study stressing mastery of integrated knowledge based on mastery of competencies in the basic skill areas rather than the study of isolated disciplines. To this end, the State Board of Education is directed to undertake a statewide audit of current curricula and to refine the curricula as required to comply with this policy. The standard course of study:

1. shall stress mastery of integrated knowledge;

2. should provide students with the specific competencies needed to gain employment or to continue their education;

3. should provide students with the skills necessary to cope with contemporary society;

4. shall contain a vocational education component designed to meet the State's and local anticipated career training needs;

5. shall provide for a program of continuous learning based upon the individual child's need, interest, and stages of development, so that the program has a nongraded structure of organization;

6. shall set forth what subjects shall be taught in each grade, and outline the basal and supplementary books on each subject to be used in each grade;

7. shall include a core curriculum for all students plus additional elective curriculum choices to meet the varied needs and interests of students;

8. shall establish a minimum length of the instructional day;

9. shall prescribe standards for student performance and promotion and may consider appropriate levels at which remediation should begin; and

10. shall describe appropriate class size for each course required by the standard course of study; staffing levels to support the standard course of study, and may include minimum staffing for schools, regardless of size, where such schools are determined to be essential to serve pupils located in isolated geographic areas; minimum facility requirements for the standard course of study; minimum material requirements for the standard course of study; and such other information the Board finds necessary to enable the General Assembly to allocate appropriate resources to implement the plan."

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*Includes only that portion of HB 1567 addressed by the Basic Education Program for North Carolina's Public Schools, the North Carolina Standard Course of Study, and the North Carolina Competency-Based Curriculum.

APPENDIX B

16 NCAC 2E.0103; STANDARD COURSE OF STUDY: POLICIES

(a) Definitions. As used in this Rule:
  (1) "Standard Course of Study" means the program of course work for each of the various subjects taught in the elementary and secondary schools of the state, together with competency goals and performance indicators, as defined in (4) and (5) of this subsection, which have been adopted by the state board pursuant to G. S. 115C-81 (a) and subsection (b) of this Rule.
  (2) "Curriculum guide" means a document prepared by the State Department of Public Instruction for each subject or area of study listed in the Standard Course of Study, including suggestions as to suitable instructional aids, textbooks and supplementary resources, learning experiences and teaching methods.
  (3) "Course unit" means a minimum of 150 clock hours of instruction. Short courses will be credited in an amount corresponding to the fractional part of a total unit.
  (4) "Competency goals" means the ends toward which student learning is directed.
  (5) "Performance indicators" means quantitative measures of progress toward competency goals.

(b) The state board shall adopt and periodically review the Standard Course of Study, upon recommendation of the State Superintendent and pursuant to a public hearing and any changes the board deems appropriate. The Standard Course of Study shall be published by the state board. Copies of the Standard Course of Study and the curriculum guides may be obtained from the Department of Public Instruction, 116 W. Edenton Street, Raleigh, N. C. 27611.

(c) The Standard Course of Study shall include, at a minimum, a kindergarten through 12th grade program of studies in the following areas:
  (1) citizenship, including the social studies-economics, history, government, sociology and human relations;
  (2) communications, including foreign languages, educational media, and all phases and applications of English-language arts;
  (3) cultural arts, including the fine and performing arts, recreation and avocations, addressed to both performance and consumer objectives;
  (4) healthful living, including personal and community health, physical education, recreation, and safety;
  (5) mathematics, including computational, problem solving, and consumer skills and substantive advanced elective sequences;
  (6) science, including the basic study of all living and nonliving things as well as advanced elective sequences; and

(7) vocational, including a developmental design, moving from occupational exploration in the middle grades, to selective specialization in the senior high school, as set out in the state Master Plan for vocational education.

(d) The development of subject and course content in the study areas listed in (c) of this Rule shall include, as appropriate for the various grade levels, the study of Americanism, the government of the State of North Carolina, the government of the United States, fire prevention, harmful or illegal drugs including tobacco and alcohol, and the free enterprise system.

(e) The Standard Course of Study shall be implemented in the kindergarten through eighth grades through an appropriate developmental program in each study area for individual pupils. Summer school for these grades is considered an integral part of the regular school term. The Standard Course of Study shall be implemented in the 9th through 12th grades through a program of representative course offerings in each study area.

(f) Graduation Requirements

(1) In addition to the requirements of 16 NCAC 2G.0702, students graduating during or after the 1986-87 school year must successfully complete 20 courses units in grades 9 through 12 to be graduated from high school. These course units must include the following:
- (A) four course units in English;
- (B) two course units in mathematics;
- (C) two course units in social studies; one unit in government and economics, and one unit in United States history;
- (D) two course units in science, one unit in a life science or biology, and one unit in one of the physical sciences;
- (E) one course unit in physical education and health;
- (F) nine course units to be determined by the local education agency. These may be undesignated electives or designated from the study areas described in subsection (c) of this Rule.

(2) Course work successfully completed in the ninth grade at a school system where course units are not awarded in the ninth grade shall be deemed to satisfy the requirements of (1) of this subsection.

(3) Course work successfully completed by students in grades 9 through 12 at a summer school session may be used to satisfy the requirements of (1) of this subsection. Course units so taken shall be earned in the same manner as otherwise provided in this Rule, except that for students repeating courses in summer school the principal shall determine the hours of instruction required to be repeated.

(4) Course work successfully completed by students in grades 9 through 12 at an off-campus institution may be used to satisfy the requirements of (1) of this subsection. No high school may approve enrollment in post-secondary institutions during the regular school year in excess of five percent of its enrollment in grades 10-12 except as approved by the State Board of Education. Enrollment under this policy in community college institutions shall be in accordance with 16 NCAC 2E.0301.

History Note: Statutory Authority G. S. 115C-12(9)c; G. S. 115C-81(a);
Eff. February 1, 1976
Readopted Eff. February 3, 1978;
Amended Eff. April 1, 1983; June 8, 1979

APPENDIX C

COURSE REQUIREMENTS FOR HIGH SCHOOL GRADUATION

Course Units	Subjects
4	English
2	Mathematics
2	Social studies (1 unit in government and economics, 1 unit in United States History)
2	Science (1 unit in a life science or biology, 1 unit in one of the physical sciences)
1	Physical education and health
9	Determined by the local education agency (these may be undesignated electives or designated in the study areas of citizenship, communications, the arts, healthful living, mathematics, science, vocational education)

20 Total Course Units

APPENDIX D

NORTH CAROLINA STATE BOARD OF EDUCATION
NORTH CAROLINA SCHOLARS' PROGRAM

PLAN A

The North Carolina State Board of Education, believing that the success of our State and Nation depends on the full development of our youth and that some students should be encouraged to pursue a well-balanced but more vigorous high school program, institutes a North Carolina Scholars' Program.

Beginning with the 1983-84 school year, students satisfactorily completing requirements as identified by the State Board shall be named North Carolina Scholars and receive special recognition by the State Board.

Course Requirements

Program Area	Units
English	4
Mathematics - Algebra I, Geometry, Algebra II, one beyond Algebra II	4
Science - Biology, Chemistry, Physics (or in lieu of Physics, one other advanced science)	3
Social Studies - U. S. History, Government/Economics, World Cultures (Prior to 1987, U. S. History plus two elective units)	3
Foreign Languages - two levels of the same language	2
Health, P. E.	1
Vocational Education	1
Arts Education	1
Electives - minimum of three	3
	22

Additional Requirement

Students must have an overall four year grade average of B or its equivalent as determined by the local board of education. Equivalency may be determined by numerical grades or weighted grade point averages.

Recognition

1. Students meeting all requirements for a North Carolina Scholars' Program receive from the State Board of Education an appropriate seal of recognition to be affixed to the diploma.

2. Special recognition events should be held in the school and community to honor the students and their parents. These should include appropriate, special recognition at graduation exercises.

3. The State of North Carolina as well as business and industry should consider awarding other special recognitions to these students.

4. Colleges and universities should consider the North Carolina Scholars' achievement when making decisions concerning acceptance by their institutions.

5. An identification of potential candidates for this achievement should be made at the end of grade 11. Candidates would include those students who, after completing their selected senior courses with the designated grade average, would be eligible for recognition. This identification of candidates would reinforce the students' efforts to achieve the recognition and could also be included on their application forms and/or transcripts to colleges and universities.

NORTH CAROLINA STATE BOARD OF EDUCATION
NORTH CAROLINA SCHOLARS' PROGRAM

PLAN B

The North Carolina State Board of Education, believing that the success of our State and Nation depends on the full development of our youth and that some students should be encouraged the pursue a well-balanced but more vigorous high school program, institutes a North Carolina Scholars' Program with concentration in one or more program areas. In order to allow more flexibility in the program, consideration should be given to the optional sequence of courses listed below as an alternative to Plan A.

Beginning with the 1983-84 school year, students satisfactorily completing requirements as identified by the State Board shall be named North Carolina Scholars and receive special recognition by the State Board.

Course Requirements

Program Area	Units
English	4
Mathematics - Algebra I, Geometry, Algebra II	3
Science - Biology, Chemistry, Physics (or in lieu of Physics, one other advanced science)	3
Social Studies - U. S. History, Government/Economics, one additional social studies (Prior to 1987, U. S. History plus two elective units)	3
Foreign Languages - two levels of the same language	2
Health, P. E.	1
Vocational Education	1
Arts Education	1
Electives - minimum of four (concentrations may be selected as listed below)	4
	22

Concentrations

Mathematics - at least one additional advanced unit (balance - 3 electives)

Science - at least one additional advanced unit (balance - 3 electives)

Social Studies - at least one additional unit (balance - 3 electives)

Foreign Languages - at least two additional units of the same language (balance - 2 electives)

Health, P. E. - at least three additional units (balance - 1 elective)

Arts Education - as least three additional units (balance - 1 elective)

Vocational Education - at least three additional units (balance - 1 elective) Three of the minimum four units required for concentration in vocational education must be related to the same vocational objective. Additional units may be related to the same vocational objective or may be in other vocational areas.

Additional Requirement

Students must have an overall four year grade average of B or its equivalent as determined by the local board of education. Equivalency may be determined by numerical grades or weighted grade point averages.

Recognition

1. Students meeting all requirements for a North Carolina Scholars' Program will receive from the State Board of Education an appropriate seal of recognition to be affixed to the diploma.

2. Special recognition events should be held in the school and community to honor the students and their parents. These should include appropriate, special recognition at graduation exercises.

3. The State of North Carolina as well as business and industry should consider awarding other special recognitions to these students.

4. Colleges and universities should consider the North Carolina Scholars' achievement when making decisions concerning acceptance by their institutions.

5. An identification of potential candidates for this achievement should be made at the end of grade 11. Candidates would include those students who, after completing their selected senior courses with the designated grade average, would be eligible for recognition. This identification of candidates would reinforce the students' efforts to achieve the recognition and could also be included on their application forms and/or transcripts to colleges and universities.

APPENDIX E

NORTH CAROLINA COMPETENCY-BASED CURRICULUM

Sample Page

Grade Level: 6 Skills/Subject Area: Social Studies/Knowledge

Competency Goal: 1. The learner will know that ways of living change over time and how and why these changes occur (history).

OBJECTIVES	MEASURES
1.1 Identify changes which have occurred in Europe and/or the Soviet Union.	1.1.1 List changes which have occurred when given an appropriate series of photographs depicting changes in ways of living (dress, housing, work, transportation, and entertainment) in Europe and/or the Soviet Union.
	1.1.2 Draw a picture depicting what s/he believes to be the most significant change to have taken place in Europe or the Soviet Union; describe the picture and explain her/his reasoning aloud to the rest of the class.
1.2 Identify the effect of important changes which have occurred in Europe or the Soviet Union.	1.2.1 Place the examples in chronological order when given appropriately chosen examples of change in Europe or the Soviet Union.
	1.2.2 Match the changes to the resulting effects and identify the country in which each change/effect occurred when given a list of changes and a list of effects.

APPENDIX F

TESTING REQUIREMENTS

Annual Testing Program

The Annual Testing Program consists of standardized tests in reading, language arts, and mathematics administered at grades 1, 2, 3, 6, and 9.* Beginning with science and social studies tests, other skills and subject areas may be added to this program in the future.

Promotion Testing

Phase 1: A student in grades 3, 6, or 8 who scores at or above the 25th percentile (total battery) in the Annual Testing Program meets the State standard for promotion and must them meet local requirements. A student who scores at the 24th percentile or below enters phase two.**

Phase 2: In phase two, a student is tested for mastery of competencies on a test developed by the State Board of Education. Students who demonstrate mastery meet State requirements and then must meet local requirements. Students who do not demonstrate mastery must be retained or attend a State-supported summer remediation program. Students attending the summer program will be assessed to determine whether they have mastered the minimum standards. Those who demonstrate mastery will have met State standards and may be promoted if they have also met local requirements. Those who have not demonstrated mastery will be retained.

End of Course Testing

End of Course Testing is conducted at the secondary level in Algebra I and biology. It is anticipated that up to 20 other courses may be added to this program by the year 1990.

Minimum Competency Testing

Students in grade 11*** are tested for mastery of minimum competencies in the areas of reading and mathematics. In order to graduate from high school, students must receive a passing score on all areas of the Minimum Competency Test.

* It is anticipated that testing will be moved from grade 9 to grade 8.

** The State standard will not apply to students already retained in the same grade span or certified as trainable mentally handicapped, educable mentally handicapped, or severely/profoundly mentally handicapped. Students otherwise handicapped may also be exempted according to standards and procedures developed by the State Board of Education.

*** It is anticipated that testing will be moved from grade 11 to grade 10.

APPENDIX G

TEXTBOOK ADOPTION PROCESS IN NORTH CAROLINA*

The first step in the adoption of basic textbooks is the appointment of a Textbook Commission as set forth in G.S. 115C-87. The law provides that the Textbook Commission shall be composed of fourteen members to be appointed by the Governor upon the recommendation of the State Superintendent of Public Instruction. The law further prescribes that seven of the members shall be outstanding teachers or principals in the elementary school grades, that five shall be outstanding teachers or principals in the high school grades, and that two shall be lay members, one of which shall be the parent of an elementary school student, and one of which shall be the parent of a high school student, with the added proviso that one of the members may be a county or city superintendent.

The State Board of Education authorizes textbook adoptions as set forth in G.S. 115C-85 and 86. The State Superintendent notifies members of the Textbook Commission that there is to be an adoption in a given subject area or areas. The State Superintendent also notifies all registered textbook publishers of the adoption call and invites them to submit any materials they would like to have considered.

Members of the Textbook Commission evaluate all textbooks offered for adoption.

All books submitted are viewed and evaluated within a frame of reference determined by the State course of study. Pursuant to a call and prior to reviewing materials, members of the Textbook Commission and the professional staff of the Department of Public Instruction engage in a thorough overview of the program of studies and develop a concise statement of philosophy, goals, and objectives for the course or subject area under consideration. This statement also reflects any changes or innovations in the program and takes into account current trends and emphases stemming from sound, authoritative research, and experimentation.

In the review and evaluation process each Commission member secures the help of as many advisers as he or she may choose. The number will vary but the usual practice has been for each member to select eight to twelve such advisers. Special expertise in the subject area under consideration is the main criterion in choosing advisers. Each Commission member tries to secure a representative group including classroom teachers, college personnel, supervisory and administrative personnel, and possibly laymen and students.

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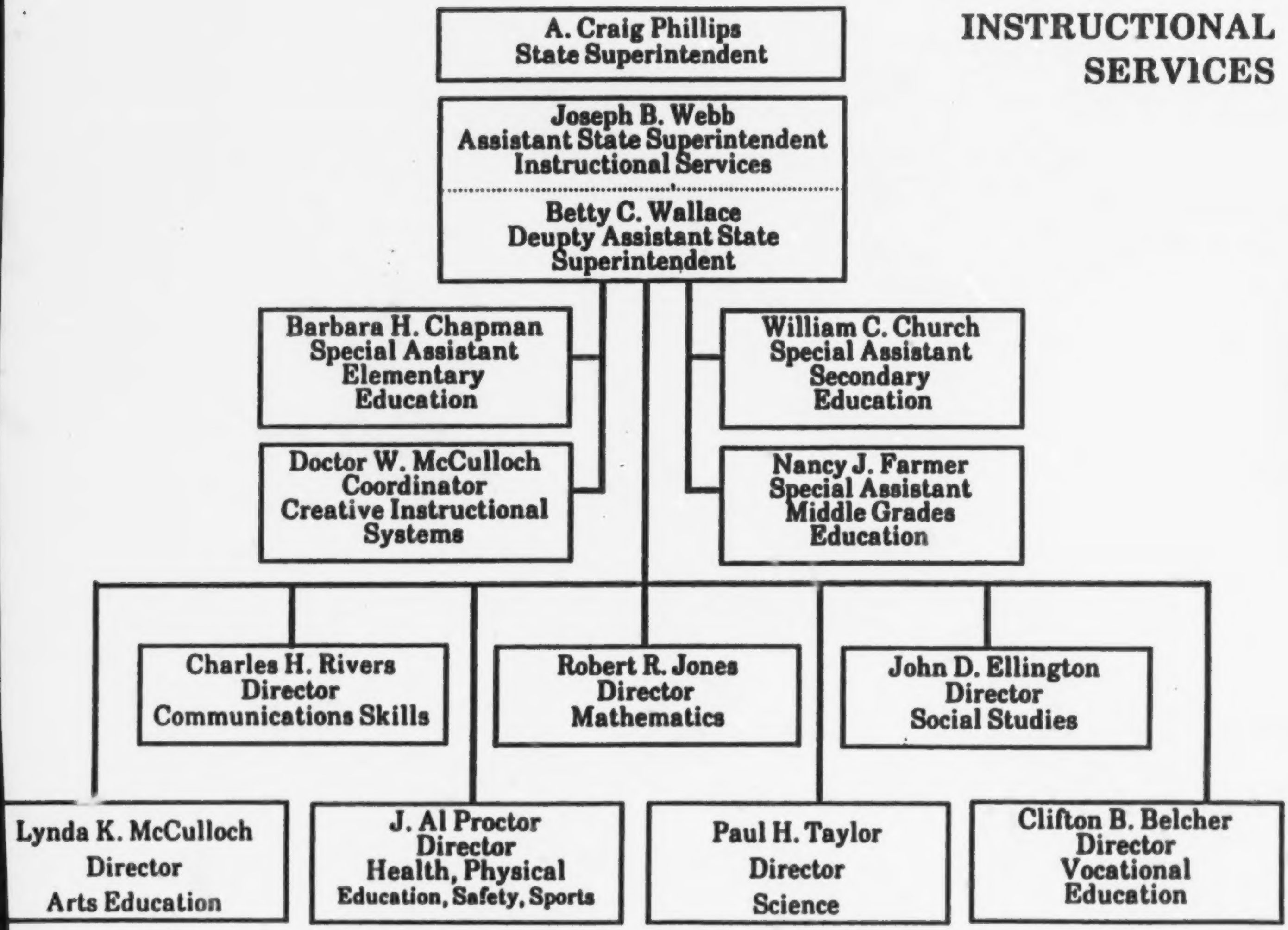
*From North Carolina State Adopted Basic Textbooks 1984-85. Raleigh, NC: Division of Textbooks, Controller's Office, Department of Public Education, 1984.

When the review process is completed, each Commission member files a written evaluation of every book submitted. These evaluation reports must be signed by the member making the report and the Commission Chairman delivers them to the State Superintendent who is also Secretary to the State Board of Education. At the next meeting of the Board of Education, after evaluation reports are filed, the members of the Textbook Commission meet with the Board for joint review and consideration of the reports. In the evaluation of basic textbooks the members of the Commission do not concern themselves in any way with the price of the book or its physical features.

Following the joint session of the Textbook Commission and the State Board to consider the findings and recommendations of the Commission, the State Board officially calls for sealed bids on those books which the Textbook Commission found to be most appropriate for implementing the desired program of instruction in North Carolina schools. Bids are customarily received on five to eight books. At the next meeting or at another designated regular meeting of the Board, the bids are opened and contracts awarded. Where significant differences in the appropriateness of books were noted by the Textbook Commission, the State Board traditionally has placed priority on securing the best materials available.

APPENDIX H

INSTRUCTIONAL SERVICES


A. Craig Phillips
State Superintendent
Joseph B. Webb
Assistant State Superintendent
Instructional Services
Betty C. Wallace
Deupty Assistant State
Superintendent
Barbara H. Chapman
Special Assistant
Elementary
Education
William C. Church
Special Assistant
Secondary
Education
Doctor W. McCulloch
Coordinator
Creative Instructional
Systems
Nancy J. Farmer
Special Assistant
Middle Grades
Education
Charles H. Rivers
Director
Communications Skills
Robert R. Jones
Director
Mathematics
John D. Ellington
Director
Social Studies
Lynda K. McCulloch
Director
Arts Education
J. Al Proctor
Director
Health, Physical
Education, Safety, Sports
Paul H. Taylor
Director
Science
Clifton B. Belcher
Director
Vocational
Education

APPENDIX I

Suggestions for Additions to or Revisions of the

North Carolina Competency-Based Curriculum

1. Suggestion for: A. addition ☐ B. revision ☐ (please check one)

2. Skills/Subject Area: ______________________________
(e.g., Mathematics, Social Studies, Science)

3. Page Number: ______

4. Addition/Revision to: (please check & give number)

Introduction ☐
Competency Goal ☐ Number: ______
Objective ☐ Number: ______
Measure ☐ Number: ______

5. SUGGESTION: ______________________________

6. Name of person submitting suggestion: ______________________________
Place of employment: ______________________________
Employed as: ______________________________
Address: ______________________________

Please return this form to: Joseph B. Webb
Assistant State Superintendent
for Instructional Services
Education Building, Raleigh, NC 27611